



Whitley Abbey Primary School

Hand in hand we learn

Year 5 Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear.</p> <p>Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p>	<p>Our curriculum is designed to promote children’s health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

Curriculum Organisation

The curriculum at Whitley Abbey Primary School is planned to meet the needs of the diverse school community, placing great focus on vocabulary development and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote our C.O.R.E learning values: Commitment, Opportunity, Respect and Excellence and ‘The Whitley Abbey Character Values’ (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, healthy, responsible citizens who care for others in the diverse world they live in.

Whilst our curriculum is not organised into ‘themes’ we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of ‘depth of knowledge’ surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledge they need to help them to fully immerse in the experience. Our ‘Everyone D.O.E.S Promise’ provides a programme of extra-curricular and enrichment opportunities to ensure that all children, regardless of their socio-economic status, have a wealth of experiences and memorable events which bring the curriculum to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study from the National Curriculum 2014 and allows children to embrace a wide range of exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

	Term	Autumn	Spring	Summer
History	Deliberate Practice (Skills)	<ul style="list-style-type: none"> develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. note connections, contrasts and trends over time develop the appropriate use of historical terms. address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. construct informed responses that involve thoughtful selection and organisation of relevant historical information. <p>understand how our knowledge of the past is constructed from a range of sources.</p>		Deliberate Practise Vocabulary: Century, BCE (Before the Common Era), BC, AD prehistoric, prehistory, artefact, chronological order, primary source, secondary source, era, period, decade, millennium, century, chronological order.
	Knowledge Assessment questions:	Medieval Britain (The Black Death) <u>Assessment questions</u> <ul style="list-style-type: none"> Do children know that the period of time from 1066 until 1485 is known as medieval England and that the period began when the Normans invaded England in 1066 and ended when the Tudor era began in 1485? Can children name some key historical events, dates and facts in 1066? Do children know that the black death was a plague that spread from Asia through Europe and killed nearly half of the population of Britain? Do children know that the Black death was first called the bubonic plague? Can children name some of the causes and some symptoms of the plague and effects it had on Britain? Do children know about life after the black death – the revolts? Can children use a range of sources of information? Can children place these time periods on a time-line? Can children place key events in chronological order? 	Tudors - John Blanke <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children know that the Tudor reign started when Henry Tudor (Henry VII) won the battle of Bosworth in 1485? Can children name some famous battles fought at this time- War of the Roses and Battle of Bosworth? Can children put some Tudor monarchs in a timeline? Can children name some key events/ vocabulary associated with this period? Can children name the 6 wives of Henry VIII and some of his reasons behind the marriages? Can children use a range of evidence to find out more about Henry? Can children describe what life might have been like in Tudor times and compare it to their own life? (Children) Can children use a range of sources of information? Can children place this time period on a time-line? Can children place key events in chronological order? 	Victorians - Pablo Fanque <u>Assessment Questions</u> <ul style="list-style-type: none"> Do children know that Queen Victoria was crowned queen at the age of 18? Do children know that Queen Victoria reigned for 63 years, from 1837 - 1901? Do children know that in the Victorian times, children were treated very poorly and had to work? Can children name some Victorian inventions? Can children name or explain some key events/ vocabulary used in Victorian times such as workhouses, industrial revolution etc.? Do children know that in 1880 the Education Act made schooling compulsory for all children aged 5-10? Do children know that Florence Nightingale lived during the Victorian era? Do children know the contributions Nightingale made to the world? Can children use a range of sources of information? Can children place this time period on a time-line? Can children place key events in chronological order?
	Vocabulary	Normans, middle ages, medieval times, middle ages, Anglo-Saxons, conquer, claim to the throne, rebellion, rebel, monarch, monarchy, successor, battle, descendant, heir, Black death, bacteria, archbishop of Canterbury, contaminate, cure, Canterbury tales, heraldry, rodents, infection, jousting knight, serf, squire, infection, pestilence, symptom, peasant, feudal system, famine, nobles, craftsmen, freemen, merchants, hundred years war, buboes, bubonic plague, poll tax, revolt, parliament, demands.	Allegation, annulment, arrest, beheading, Catholicism, conspiracy, coronation, Church of England, Christianity, court, divorce, age of discovery/ exploration, embroidery, reformation, execution, exile, Henry's 'great matter', war of the Roses, battle of Bosworth, treason, protestant, tower of London, reign, heir, monarchy, Henry V111, Queen Elizabeth I.	Queen Victoria, reign, typhoid, arithmetic, work houses, inventions, industrial revolution, livestock, rural, migration, Education Act, timeline, monarch.






	Term	Autumn	Spring	Summer	
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) use fieldwork to observe, measure record and present the human and physical features in the local area use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital technologies Sir William Thomson, Lord Kelvin			Deliberate Practise Vocabulary: Map, digital/computer mapping, physical and human features, North, South, East and West Plan, atlas, globe, place, compass, North, South, East and West, North East, South East, North West, South West, Key, symbol, Grid reference.
	Knowledge Assessment questions:	<p style="text-align: center;">United Kingdom</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children use maps/atlasses/globes/digital maps to name and locate <i>at least eight counties and at least six cities in the UK</i>? Can children identify the 8 points of a compass? Can children plan a journey within the UK, using a road map and 8 points of a compass? Can children use 4 and 6 figure grid references, symbols and keys on a map? Can children explain <i>why industrial areas and ports are important</i>? Can children collect, measure and record fieldwork data? Can children present the recorded data using a range of methods? Can children identify and compare the human features between 2 contrasting areas of the UK? Can children identify and compare the physical features between 2 contrasting areas of the UK? 	<p style="text-align: center;">Global Trade</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children use maps/atlasses/globes/digital maps to name and locate <i>key trade links</i>? Can children identify the 8 points of a compass? Can children use maps/atlasses/globes/digital mapping to follow the route of a chosen product? Can children use 4 and 6 figure grid references, symbols and keys on a map? Can children explain the main human and physical differences between developed and developing countries? Can children present the data using a range of methods? Can children discuss the importance of Global trade? Can children discuss fair trade? Can children debate food miles? 	<p style="text-align: center;">Raging Rivers</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children use maps/atlasses/globes/digital maps to name and locate <i>the main rivers in the UK</i>? and a number of the world's longest rivers? Can children identify the 8 points of a compass? Can children plan and follow a route using 8 points of a compass? Can children use 4 and 6 figure grid references, symbols and keys on a map? Can children name and label the main features of a river? Can children explain the features of a water cycle? Can children explain why most cities are located by a river? Can children use digital maps to locate a country or place of interest and to follow the journey of a river? Can children collect, measure and record fieldwork data? Can children present the recorded data using a range of methods? Can children define erosion? Can children explain the effects of flooding? Can children talk about flood defence strategies? 	
	Vocabulary	County, region, advantages, disadvantages, transportation, pollution, congestion, conflict, land use, tourism, industry, national park, retail, farming, manufacturing, trade, energy, renewable, wind energy, solar power, wind farm, turbine, nuclear power.	Trade, import, export, trade links, fair trade, global supply chain, food miles	Water cycle, confluence, flood plain, meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course, erosion, transportation, ox-bow lake, delta, natural physical process, artificial structures, advantages, disadvantages, prevent, boulders, maintain, flood defence.	

	Term	Autumn	Spring	Summer	
Science	Deliberate Practice (Skills)	<ul style="list-style-type: none"> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and line graphs use test results to make predictions to set up further comparative and fair tests report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations <p>identify scientific evidence that has been used to support or refute ideas or arguments</p> <p>Children know the name of a variety of scientists and can talk about their work and its influence on our understanding today.</p>			<p>Deliberate Practise Vocabulary: Observe, measure, record, data, chart, graph, evidence, hypothesis, prediction, enquiry, fair test, variable, dependant variable, independent variable, research, experiment, theory, conclusion, analysis, findings.</p>
	Knowledge Assessment questions:	<p>Forces</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Do children know what weight is? Can children explain why objects fall towards the centre of the Earth? Do children understand the causal link between the mass of an object and the amount of force with which gravity acts on it? Can children define friction? Do children know that friction can be useful and give some examples? Do children know that air resistance is a force that slows objects moving through the air? Do children know that water resistance slows an object moving through water? Do children recognise that that levers and pulleys allow a small force to have a greater effect? 	<p>Living Things and their habitats</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children name and describe the functions of the main parts of flowers? Can children describe the life process of sexual reproduction in flowering plants? Can children identify and label the parts of flowers? Do children understand what asexual reproduction is? Can children explain some ways in which plants reproduce asexually? Can children describe the life cycles of some asexually reproducing plants? Can children define some of the ways in which sexual reproduction in animals occurs? Can children compare species that reproduce in different ways and consider reasons why? Can children establish causal links between the life cycle of animals and their environment? Can children compare the life cycles of animals living in different environments? Do children understand what naturalists do? Can they explain why the work of naturalists is important? Can children describe the life cycle of at least 1 plant and 1 animal? 	<p>States of matter/ materials and their properties</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Do children understand the terms 'dissolve', 'soluble', 'insoluble', and 'solution'? Can children make and explain their predictions about soluble and insoluble materials? Do children know that evaporation can be used to separate soluble materials from water? Do children know that filtering can be used to separate insoluble materials from water? Do children know that when some materials are mixed together they cannot be separated again? Do children know that when an irreversible change takes place a new substance is produced? Can children recognise reversible and irreversible changes caused by heating and cooling? Can children explain how to reverse a change caused by heating or cooling? Do children know that new materials are formed when materials are burned? <p>Can children explain why a certain material has been chosen for a specific purpose, based on its properties? (thermal/ conductor)</p>	<p>Earth and Space - Edwin Hubble Kalpana Chawla Katherine Johnson Mae Jemison</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> Can children describe the Sun, Earth and Moon's shape as roughly spherical? Are children able to clearly define the word orbit? Can children describe the Sun, Earth and Moon's movements in relation to one another? Can children explain how the rotation of Earth on its axis creates day and night? Can children explain the apparent movement of the Sun across the sky? Can children identify how long it takes Earth to make a full rotation? Can children describe the different changes that happen between seasons? Can children use Earth's tilted axis to explain how seasons are created? Can children describe the differences in seasons between two locations in opposite hemispheres? Can children name the different phases of the Moon? Are children able to order the phases of the Moon? Can children describe how the phases of the Moon are created? Are children able to define what a solar system is? Can children explain the differences between geo- and heliocentric models of the solar system are? Can children compare the ideas of the solar system we know now, with those held by Ptolemy and Copernicus?

		<ul style="list-style-type: none"> • Can children explain what a gear is? • Do children recognise that the speed or amount of force transmitted is affected by changing the size of the gears in a transmission? Can children make transmissions where two or more gears work together? 			<ul style="list-style-type: none"> • Can children name the eight planets in our solar system? • Are children able to name the eight planets in order from nearest to farthest from the Sun? • Can children use researching skills to find relevant information on a topic? 	<ul style="list-style-type: none"> • Can they describe the stages of development that occur during childhood? • Can children explain the initial changes that occur inside and outside the body at the start of puberty? • Can children correctly identify the parts of the body that change during puberty? • Can children explain in simple terms the role played by hormones in the growth of humans and other animals? • Can children explain some of the ways in which boys' and girls' bodies start to differ during puberty? • Can children explain some ways in which the body changes during old age? • Can children describe some ways in which older people can stay fit and healthy? • Can children suggest some of the ways in which their bodies will be different when they are older?
	Vocabulary	Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys	Mammal, Reproduction, Insect, Amphibian, Bird, Offspring, naturalist, function, pollination	hardness, transparency, conductivity (electrical, thermal) solubility, solution dissolve, filter, evaporate, sieve, reversible, irreversible	Earth, sun, moon, solar system, axis of rotation, day, night, phases of the moon, star, constellation	Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty,

						hormones, lifecycle, adult, child.
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	Term	Autumn		Spring		Summer
Art	Deliberate Practice (Skills)	<ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 			<div style="border: 2px solid black; padding: 5px;"> Deliberate Practise Vocabulary: Evaluate, Observe, similarities, Differences, Techniques, Drawing, sketching, shading, line, tone, shape, space, and names of common materials and techniques, sculpture. </div>	
	Knowledge Assessment questions:	<u>Show Me What You See / Sculptures with Personality</u> <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children comment on the work of architects giving an opinion? 	<u>How Does The Sculpture Balance?</u> <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children comment on the work of a variety of abstract artists giving an opinion? 	<u>Exploring Portraits (Y6)</u> <u>Assessment Questions</u> <u>Assessment Questions</u>		

	<ul style="list-style-type: none"> Can children comment on the materials and techniques used by an architect? Can children identify similarities and difference between pieces of buildings? Can children evaluate their own work and the work of others? Can children create 'mood boards' to gather evidence of peasant homes in medieval times? Can children understand the role of an architect? Can children compare their work to architects and building designs making links? Can children make a sculpture of a medieval peasant home using a variety of materials? Can children draw with perspective? <p>https://www.accessart.org.uk/show-me-what-you-see-drawing-inspired-by-anglo-saxon-architecture/</p> <p>https://www.accessart.org.uk/inspired-by-anglo-saxon-houses/</p>	<ul style="list-style-type: none"> Can children comment on the materials and techniques used by an artist? Can children identify similarities and difference between pieces of work? Can children evaluate their own work and the work of others? Can children describe colour and composition? Can children use an abstract painting a stimulus for a sculpture? Can children experiment with the purpose of making a sculpture balance?. Can children demonstrate a range of joining techniques? Can children use a range of materials and justify their selection? Can children add finishing techniques? <p><u>Mondrian, Paul Klee, Ben Nicholson, Howardena Pindell</u></p> <p>https://www.accessart.org.uk/what-can-making-sculpture-teach-us-about-drawing/</p>	<ul style="list-style-type: none"> Can children comment on the work of a variety of artists giving an opinion? Can children comment on the materials and techniques used by an artist? Can children identify similarities and difference between pieces of work? Can children evaluate their own work and the work of others? Can children describe the effect of light and shade in an image? Can children use a range of artistic techniques and name them? Can children create a Victorian art gallery to display their final pieces? https://www.tes.com/teaching-resource/victorian-art-light-and-shade-6086529 <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> Lesson 1.ppt</div> <div style="text-align: center;"> Lesson 2.ppt</div> <div style="text-align: center;"> Lesson 3.ppt</div> <div style="text-align: center;"> Lesson 4.ppt</div> </div> <div style="text-align: center; margin-top: 10px;"> Lesson 5.ppt</div>
Vocabulary	Alter, modify, viewpoint, perspective, birds eye view. Proportion, surface, texture, balance, scale, structure, construct, hollow, solid, attach, interior, exterior Architect, architecture, town planner, environment, enhance, viewpoint, style, influence, building. Past, era, history,	Sculpture, balance, base, weight, abstract, rebalance, unbalanced, vertical, horizontal,	Portrait, linear, feathering, pointillism, scumbling, light, shade, Tonal, Shading, gallery, exhibition

	Term	Autumn	Spring	Summer
DT	Deliberate Practice (Skills)	<div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> Deliberate Practise Vocabulary: product analysis, target audience, design decisions, authentic, design specification, prototype, mock up, functionality, final product, formulate, research </div> <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		

- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.

Knowledge Assessment questions:

Stuffed animal – Teddy Roosevelt

Assessment questions
<https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/textiles-stuffed-toys/assessment-dt-y5-textiles-stuffed-toys/>

- Can the children explain what a fastening is?
- Can the children explain what fabric is and name some different kinds?
- Can the children say what a template is?
- Can the children identify a blanket stitch?
- Can the children identify applique?
- Can the children identify a cross stitch?
- Can the children explain what an objects form is?

Food Bolognese

- Assessment questions – Bolognese
- <https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/food-what-could-be-healthier/assessment-dt-y5-food-what-could-be-healthier/>
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- Can the children explain what the term ‘technique’ means?
- Can the children explain what a balanced diet means and give examples of this?
- Can the children explain what the method of a recipe is?
- Can the children explain what cross-contamination is?
- Can the children explain what welfare is with regards to farm animals?
- Can the children amend a recipe to create their own bolognaise sauce?
- Can the children follow a method to make a Bolognese sauce?
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Greeting cards – Light up

Assessment questions - card
<https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/electrical-systems-electronic-greetings-cards/assessment-dt-y5-electrical-systems-electronic-greeting-cards/>

- Can the children explain what a greetings card is and give examples?
- Can the children explain what product analysis is?
- Can the children draw and make a series circuit with an LED, battery and two wires?
- Can the children name and identify an LED, wire, buzzer, battery (the components)?
- Can the children discuss the importance of Roland Hill in developing the postal system?

Bridges – Isambard Kingdom Brunel

Assessment questions
<https://www.kapowprimary.com/subjects/design-technology/upper-key-stage-2/year-5/structure-bridges/assessment-dt-y5-structures-bridges/>

- Can the children name some tools which are used in a workshop?
 - Can the children say what some of the tools are used for?
 - Can the children name some different kinds of bridges?
 - Can the children say where some of these types of bridges are found?
 - Can the children identify some materials bridges are made from?
 - Can the children identify the suitability of some materials for making bridges?
 - Can the children recall some key facts about Isambard Kingdom Brunel and why he is significant to bridge building?
- Can the children critically evaluate their finished product

Vocabulary

Accurate, annotate, blanket stitch, appendage, design criteria, detail, evaluation, fabric, sew, shape, stuffed toy, form, stuffing, template
Cross contaminations, beef, diet, ethical, farm, healthy, ingredients, method, nutrients, packaging, recipe, research, substitutes, supermarket, vegan, welfare

Battery, buzzer, circuit, component, conductor, copper, design criteria, function, innovative, LED, modify, series circuit, switch, target audience, test, wire

Beam bridge, arch bridge, compression, evaluation, file, force, measure predict, reinforce, research, right angle, shape, strong, structure, suspension bridge, test, truss, weak, strong

Term	Autumn	Spring	Summer

Deliberate Practice (Skills)

Deliberate Practise Vocabulary:

Responsible online communication
Informed choices
Virus threats
Blogs
Messaging
Cyber bullvine

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use **technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact**

Continuous provision

Our computing curriculum aims to explicitly teach Computer Science Skills.
 Digital literacy and Information Technology will be delivered in a cross curricular approach. Therefore, children will be given regular opportunities to practise word processing skills, use search engines, save and edit their work and present ideas in a variety of forms through other areas of the curriculum.

Knowledge Assessment questions:

National Online Safety Unit – Managing Online Information
Assessment Questions

- Can children explain how identity online be copied or modified?
 - Can children demonstrate how to make responsible choices about having an online identity?
 Jerry Lawson
- Unit 5.5
- Can children create a computer game using a template?
 - Can children follow a theme when designing parts of a game?
 - Can children combine text, sound, and graphic components within a game?
 - Can children mix their approaches for image use such as uploading and using the drawing tools?
 - Can children apply animation to objects to enhance their games?
 - Can children design appropriate settings and characters within their games?
 - Can children objectively review and evaluate a range of games?

National Online Safety Unit – Managing Online Information/ Copy right and ownership
Assessment Questions

- Can children explain how identity online be copied or modified?
 - Can children demonstrate how to make responsible choices about having an online identity?
- Unit 5.7
- Can children collect and present a range of ideas in a concept map?
 - Can children present their ideas as a whole class presentation?
 - Can children present their ideas as a written text?
 - Can children create an online collaborative concept map?
 - Can children make logical choices for layout and content using images and nodes?
 Can children give and receive constructive feedback in relation to concept maps?

National Online Safety Unit – Managing Online Information/ Health and well being
Assessment Questions

- Can children explain how identity online be copied or modified?
 - Can children demonstrate how to make responsible choices about having an online identity?
- Year 4**
- Unit 4.1**
- Can children turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts?
 - Can children use coding structures for selection and repetition?
 - Can children identify an error within a program that prevents it following the desired algorithm and then fix it?
 - Can children fix bugs in their own code?
 - Can children use timers to achieve repetition effects in a logical way?
 - Do children understand ‘if statements’ for selection and combine these with other coding structures including variables to achieve the effects that they design in their programs?
 - Can children explain the command ‘repeat until’?
 Year 5
- Unit 5.1
- Can children turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts?

				<ul style="list-style-type: none"> • Can children identify an error within a program that prevents it following the desired algorithm and then fix it? • Can children fix bugs in their own and others code? • Can children explain the functions of variables in coding? • Can children translate algorithms that include sequence, selection and repetition into code?
	Vocabulary	Game, template, theme, design, parts, text, image, sound, graphic, components, uploading, tools, drawing, animation, objects, enhance, setting, character.	Concept map, ideas, present, presentation, online, collaborative, layout, content, images, nodes.	Algorithm, deconstruct, parts, error, program, bugs, code, function, variables, sequence, repetition, tabs.



	Term	Autumn	Spring	Summer
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RE	Deliberate Practice (Skills)			
	Knowledge Assessment questions:	<p><u>Assessment Questions</u></p> <p>Autumn 1: Why do some people think God exists? Can children explain what Christians think God is like using examples and evidence? Can children explain how believing in God has a positive impact on the lives of Christians? Can the children consider how believing in God might lead to challenges for Christians? Can the children share their own ideas on how believing or not believing in God may impact on someone's life? Can children give their own viewpoint and ideas on why some people believe in God and some do not?</p> <p>Autumn 2: What does it mean to be a Muslim in Britain today? (part 1) Can the children explain what Muslims believe about God? Can the children explain the practice related to each of the five pillars? Can the children explain how the five pillars link to Muslim's belief about God? Can the children make links between each of the five pillars and Muslim beliefs about Prophet Muhammed?</p>	<p><u>Assessment Questions</u></p> <p>Spring 1: What matters most to Christians and humanists? Can the children define what a humanist is? Can the children explain what Christians believe about how humans exist and why they are good and bad? Can the children describe some Christian and humanist values? Can the children express their own views on values, are some more important than others? Can the children suggest why it might be helpful to follow a moral code? Can the children suggest why it might be difficult to follow a moral code?</p> <p>Spring 2: What would Jesus do? Can we live by the values of Jesus in the 21st century? Can the children explain how Jesus' teaching suggests followers should live? Can the children discuss two meanings of a parable of Jesus? What might this teach Christians about how to live? Can the children suggest how Jesus' teachings might have an impact on Christians today? Can the children suggest what Jesus would do in relation to a moral dilemma in the world today?</p>	<p><u>Assessment Questions</u></p> <p>If God is everywhere, why go to a place of worship? Can the children compare how believers from different religions feel about their place of worship? Can the children describe the most important functions of a place of worship for the community? Can the children explain how places of worship support believers in difficult times? Can the children share views and discuss the importance of people in the place of worship rather than the place itself?</p>
	Vocabulary	Autumn 1: God, God as the Father, Spirit, Son, eternal, almighty, holy, rock, light, hope, creator, atheists. Autumn 2: Prophet Muhammed, mosque, five pillars; Shahadah (declaration of faith), Salah (prayer), Zakat (Almsgiving), Sawm (Fasting), Hajj (Pilgrimage).	Spring 1: morals, fairness, freedom, truth, peace. Jesus's rules; love God and love your neighbour. Spring 2: moral dilemma, parable, followers, Christians.	Traditions, synagogue, mosque, church, temple, community, comfort, reassurance, guidance.



	Term	Autumn	Spring	Summer
PE	Deliberate Practice (Skills)	<div style="border: 1px solid black; padding: 5px;"> Deliberate Practise Vocabulary: run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm, bounce pass, chest pass) catch, balance, stretch, counter balance, agility, co-ordination, team, attack and defend, technique, control, flexibility, personal best. </div> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
	Knowledge Assessment questions:	<u>Assessment Questions</u> Dance <ul style="list-style-type: none"> • Can children evaluate and improve a dance performance? • Can children name the muscles/body parts that they need to warm up and cool down for dance? • Can children respond to a stimulus to create movement patterns? Gymnastics <ul style="list-style-type: none"> • Can children make up a sequence and adapt it dependent on apparatus? • Can children use combinations of dynamics to use space? • Can children plan a sequence? • Can children identify the benefits of gymnastics? • Can children set out and do risk assessments based on equipment? • Can children evaluate their performance? • Can children say what they need to do improve their performance? • Can children talk about the importance of exercise and some of the effects it has on their body? 	<u>Assessment Questions</u> Invasion Games <ul style="list-style-type: none"> • Can children explain what is meant by attacking and defending? • Can children explain or show different ways to attack and defend? • Can children talk about formation and tactics? • Can children support their team? • Can children explain how to get ready for a game? E.g. warm up, right clothing and footwear, equipment needed. • Can children explain the benefits of exercising or playing an invasion game? • Can children evaluate their performance? • Can children say what they need to do improve their performance? • Can children talk about the importance of exercise and some of the effects it has on their body? 	<u>Assessment Questions</u> Athletics <ul style="list-style-type: none"> • Can children perform an action and get a consistent result? E.g. run 100m in a set time, jump a certain distance, throw an object a certain distance. • Can children sustain pace over longer distance? • Can children show you a controlled throw and jump? • Can children identify why exercise is beneficial? • Can children evaluate their performance? • Can children say what they need to do improve their performance? • Can children talk about the importance of exercise and some of the effects it has on their body?
	Vocabulary	Dynamics Combination Contrasting Control Mirroring Matching Accurately Refine Evaluate Asymmetry Performance Create Symmetry Refinements Assessment Suppleness Strength Muscles Joints Explore Rotation Spin Turn Shapes – tuck, straddle, pike, arch, back support, Front support, shoulder stand, bridge Partner balances level 2 - ankles, high legs, high knees, thighs without support, Landing Take-off Flight Agility Strength, Technique, Control Balance Evaluate Improve Dance phrase Technique Formation Pattern Rhythm Expression Improvisation Modify Pace Timing Action Reaction Motif Dynamics Interpret Exploration Agility Flexibility Combination Strength Technique Control Balance Evaluate Improve Timing Perform Health and fitness – warm up/ cool down/ heart rate/ pulse	Possession Speed Direction Range of techniques Combinations Competition Tactics Co-operation Create Control Decisions Passing Dribbling Shooting Shield ball Support Marking Repossession Attackers Defenders Team play Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop Court Target Net Defending Hitting Stance Offside Pitch Forehand Backhand Volley Overhead	Pull Accuracy Technique Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Approach Speed Relay Strength, Technique, Control Balance Evaluate Improve Health and fitness – warm up/ cool down/ heart rate
	Term	Autumn	Spring	Summer

Music	Deliberate Practice (Skills)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Deliberate Practise Vocabulary: Solo, ensemble, performance, notation, composer, musician, fluency, control, pitch, high, low, pulse, rhythm, dynamics, melody, tempo. </div> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 		
	Knowledge Assessment questions:	Unit 1 – <i>Living on a Prayer</i> - To learn about rock anthems <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children identify the structure of the piece? Can children name the instruments in the piece and their range (high, mid, low)? Can children find the pulse in the piece? Are children aware of changes in tempo and dynamics? 	Unit 2 – Classroom Jazz 1 - To know about jazz, improvisation, and swing music <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children play the instrumental part by ear? Can children improvise in a Bossa Nova style using G A and B? Can children improvise in a swing style? Can children demonstrate syncopation against a steady pulse? 	Unit 3 – <i>Make You Feel My Love</i> - To explore pop ballads and how they were written with empathy <u>Assessment Questions</u> <ul style="list-style-type: none"> Can children compose a simple melody using simple rhythms? As above with the notes C D and E? As above with the addition F and G? Can children recognise ballads from different eras?
	Vocabulary	Unit 1 - Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise Unit 2 - Bossa Nova, syncopation, swing, note values, Big bands, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise	Unit 2 - Bossa Nova, syncopation, swing, note values, Big bands, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, riff, hook, improvise	Unit 3 - Ballad, verse structure, interlude, chorus, improvise, compose, cover, strings, pulse, rhythm, compose, perform, dynamics, tempo, hook, riff, melody

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	Term	Autumn	Spring	Summer
French	Deliberate Practice (Skills)	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Deliberate Practise Vocabulary (in French) Hello, goodbye, other simple greetings, listen, look, yes, no, I like, I do not like, my name is, Numbers, months, days, colours, body parts, I like, I do not like, well done, excellent. </div> <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material 		

		, including through using a dictionary <ul style="list-style-type: none"> • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing 		
Knowledge Assessment questions:	Bon appétit, bonne santé – Stage 3	Je suis le musician – Stage 3		En route pour l'école – Stage 3
	Assessment Questions	Assessment Questions		Assessment Questions
Vocabulary	<p>Dans le sac, il y a ... In the bag, there is ... et and aussi also mais but Il est bon/mauvais. It is good/bad. (m.) Elle est bonne/mauvaise It is good/bad pour la santé. for your health. (f.) Ils sont bons/mauvais. They are good/bad. (m. pl.) Elles sont bonnes/ They are good/bad. (f. pl.) mauvaises. un sandwich au jambon a ham sandwich un gâteau a cake une banane a banana une orange an orange du fromage (m.) some cheese de l'eau (f.) some water des chips (f. pl.) some crisps des champignons (m. pl.) some mushrooms une glace à la vanille vanilla ice cream une pizza aux champignons mushroom pizza</p>	<p>Tu joues ... ? Do you play ...? Je joue du saxophone/ I play the saxophone/ piano/violon. piano/violin. Je joue de la guitare/ I play the guitar/ clarinette/batterie. clarinet/drums. Je ne joue pas de/d' I don't play II/Elle joue He/She plays C'est génial ! It's brilliant! C'est nul ! It's rubbish! le jazz jazz le reggae reggae la musique pop pop music la musique classique classical music le saxophone the saxophone le piano the piano le violon the violin la guitare the guitar la clarinette the clarinet la batterie the drums</p>		<p>Quand je vais à l'école, ... When I go to school, ... Je passe devant ... I pass in front of ... Je traverse la rue I cross the road Je tourne I turn Je vais ... I go cinq minutes plus tard five minutes later finalement finally vrai, faux true, false il est une heure et demie, it's half past one, deux heures et demie, etc. half past two, etc. Je vais à l'école à huit I go to school at heures et demie. half past eight. à droite to/on the right à gauche to/on the left tout droit straight ahead Je ne comprends pas. I don't understand. Répétez, s'il vous plaît. Repeat, please. (formal or plural) le magasin the shop le café the café le musée the museum le bureau de poste the post office la rivière the river la gare the railway station</p>

	Term	Autumn		Spring		Summer	
	Theme	Being Me in My World / Celebrating Difference		Dreams and Goals/ Healthy Me		Relationships/ Changing Me	
PSHE	Knowledge Assessment questions:	<p>The children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. They also learn about democracy, how it benefits the school and how they can contribute towards it.</p> <ul style="list-style-type: none"> • Understand how democracy and having a voice benefits the school community 	<p>The children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying. The children consider happiness regardless of material wealth and respecting other people's cultures.</p>	<p>The children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older.</p> <ul style="list-style-type: none"> • Know about a range of jobs that are carried out by people I know 	<p>The children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked</p>	<p>Children learn about the importance of self-esteem. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited</p>	<p>The children revisit self-esteem, self-image and body image. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail. Children are encouraged to ask questions and seek clarification about anything they don't understand regarding sexual intercourse. Further details about pregnancy are introduced including</p>

		<ul style="list-style-type: none"> • Understand how to contribute towards the democratic process • Understand the rights and responsibilities associated with being a citizen in the wider community and their country • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this • Empathy for people whose lives are different from their own • Consider their own actions and the effect they have on themselves and others • Be able to work as part of a group, listening and contributing effectively • Be able to identify what they value most about school • Identify hopes for the school year 	<ul style="list-style-type: none"> • Know external forms of support in regard to bullying e.g. Childline • Know that bullying can be direct and indirect • Know what racism is and why it is unacceptable • Know what culture means • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Appreciate the value of happiness regardless of material wealth • Identify their own culture and different cultures within their class community • Identify their own attitudes about people from different faith and cultural backgrounds • Develop respect for cultures different from their own 	<ul style="list-style-type: none"> • Know the types of job they might like to do when they are older • Know that young people from different cultures may have different dreams and goals • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Verbalise what they would like their life to be like when they are grown up • Appreciate the contributions made by people in different jobs • Reflect on the differences between their own learning goals and those of someone from a different culture • Appreciate the differences between themselves and someone from a different culture • Understand why they are motivated to make a positive contribution to supporting others 	<p><i>to negative body image pressures.</i></p> <ul style="list-style-type: none"> • Know basic emergency procedures, including the recovery position • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • Know how to get help in emergency situations • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure • Respect and value their own bodies • Can reflect on their own body image and know how important it is that this is positive • Recognise strategies for resisting pressure • Can identify ways to keep themselves calm in an emergency 	<p><i>with an angle on technology use.</i></p> <ul style="list-style-type: none"> • Know that there are rights and responsibilities in an online community or social network • Know that there are rights and responsibilities when playing a game online • Know that too much screen time isn't healthy • Know how to stay safe when using technology to communicate with friends • Can identify when an online community/social media group feels risky, uncomfortable, or unsafe • Can suggest strategies for staying safe online/social media • Can say how to report unsafe online/social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • Can suggest strategies for managing unhelpful pressures online or in social networks 	<p><i>some facts about the development of the foetus and some simple explanation about alternative ways of conception. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate.</i></p> <ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know that some people need help to conceive and might use IVF • Know that becoming a teenager involves various changes and also brings growing responsibility • Can celebrate what they like about their own and others' self-image and body image • Can suggest ways to boost self-esteem of self and others • Recognise that puberty is a natural process that happens to everybody and that it will be OK for them
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							<ul style="list-style-type: none"> Can ask questions about puberty to seek clarification
	Vocabulary	Challenge, Goal, Attitude, Citizen, Views, Opinion, Collective	Culture, Conflict, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation	Feeling, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Motivation, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Co-operation, Difference	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Level-headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Positive, Negative, Safe, Unsafe, Rights, Social network, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	<ul style="list-style-type: none"> Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights