

Long Term Plan (Jan 23)



Year 5 Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Ramsden Ruminator	Why did William Brewster sail to the New World?		When was Gainsborough the capital of England?		Why didn't the world end in 2012?	
Class Text	The Boy who Fell from the Mayflower – PJ Lynch The Mayflower; A Trip that took entirely too long – Peter Cook Brightstorm – Vashti Hardy		Viking Boy – Tony Bradman Odd and the Frost Giants – Neil Gaiman The Dragon's Hoard – Lari Don and Cate James Beowulf – Philip Pullman Vikings in 30 seconds – Philip Steele		Middle world – Jon Voelkel The Chocolate Tree – Linda Lowery The Hero Twins; Against the Lords of Death – Dan Jolley The Explorer by Katherine Rundell	
English – Reading Foci	<p><u>Year 5</u> - To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</p> <p>To recognise more complex themes in what they read.</p> <p>To analyse and evaluate the use of language and its effect.</p> <p>To listen to feedback on the quality of their explanations and to make improvements when participating in discussions.</p> <p>To draw out key information and summarise</p> <p>To distinguish independently between fact and opinion, providing reasoned justifications for their views.</p> <p>To consider different accounts of the same event and to discuss viewpoints.</p>		<p><u>Year 5</u> - To compare characters, settings and themes.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</p> <p>To recognise more complex themes in what they read.</p> <p>To analyse and evaluate the use of language and its effect.</p> <p>To listen to feedback on the quality of their explanations and to make improvements when participating in discussions.</p> <p>To draw out key information and summarise</p> <p>To distinguish independently between fact and opinion, providing reasoned justifications for their views.</p>		<p><u>Year 5</u> - To compare characters, settings and themes.</p> <p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</p> <p>To recognise more complex themes in what they read.</p> <p>To analyse and evaluate the use of language and its effect.</p> <p>To listen to feedback on the quality of their explanations and to make improvements when participating in discussions.</p> <p>To draw out key information and summarise</p> <p>To distinguish independently between fact and opinion, providing reasoned justifications for their views.</p>	

	<p>To discuss how characters change and develop through texts.</p> <p>To confidently perform texts.</p>		<p>To consider different accounts of the same event and to discuss viewpoints.</p> <p>To discuss how characters change and develop through texts.</p> <p>To confidently perform texts.</p>		<p>To consider different accounts of the same event and to discuss viewpoints.</p> <p>To discuss how characters change and develop through texts.</p> <p>To confidently perform texts.</p> <p>To explain and discuss their understanding of what they have read including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p>	
English – Writing Foci	<p>Mayflower Diary Writing</p> <p>Founding Fathers Newspaper Report</p>	<p>Brightstorm - Narrative</p> <p>Thanksgiving feast – instruction writing</p>	<p>Norse Myth Poetry</p> <p>Biographies - Sweyn Forkbeard</p>	<p>Diary Entries (Residential)</p> <p>Myths and Legends - narrative</p>	<p>Balanced Argument</p> <p>Persuasive Letter</p>	<p>Scientific Writing</p> <p>Narrative/poetry - Wonder</p>
English Writing	<p><u>Year 5</u> - To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader.</p> <p>To build a wide range of cohesion across paragraphs.</p>		<p><u>Year 5</u> - To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader.</p> <p>To build a wide range of cohesion across paragraphs.</p>		<p><u>Year 5</u> - To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader.</p> <p>To build a wide range of cohesion across paragraphs.</p>	

	<p>To habitually proofread for spelling and punctuation errors.</p> <p>To change vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select appropriate vocabulary and grammatical functions for the genre of writing. To ensure the consistent and correct use of tense throughout all pieces of writing including the correct subject and verb agreement when using singular and plural</p> <p>To use question tags in informal writing.</p> <p>To use a full range of punctuation taught at KS2 correctly.</p>	<p>To habitually proofread for spelling and punctuation errors.</p> <p>To change vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select appropriate vocabulary and grammatical functions for the genre of writing. To ensure the consistent and correct use of tense throughout all pieces of writing including the correct subject and verb agreement when using singular and plural</p> <p>To use subjunctive form in formal writing.</p> <p>To use perfect form of verbs to mark relationship between time and cause.</p> <p>To use passive voice.</p> <p>To use question tags in informal writing.</p> <p>To use a full range of punctuation taught at KS2 correctly.</p>	<p>To habitually proofread for spelling and punctuation errors.</p> <p>To change vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models.</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>To select appropriate vocabulary and grammatical functions for the genre of writing. To ensure the consistent and correct use of tense throughout all pieces of writing including the correct subject and verb agreement when using singular and plural</p> <p>To use subjunctive form in formal writing.</p> <p>To use perfect form of verbs to mark relationship between time and cause.</p> <p>To use passive voice.</p> <p>To use question tags in informal writing.</p> <p>To use a full range of punctuation taught at KS2 correctly.</p>
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		To recognise and use the terms; subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon and bullet points.	To recognise and use the terms; subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon and bullet points.
Spelling	<p>Ambitious synonyms</p> <p>Homophones and near homophones – nouns that end in ce/cy and verbs that end in –se</p> <p>Adjectives ending in =ant into nouns ending in –ance/-ancy</p> <p>Adjectives ending in –ent into nouns ending in –ence/-ency</p> <p>Hyphens – to join a prefix ending in a vowel to a root word beginning with a vowel</p> <p>Hyphens – to join compound adjectives to avoid ambiguity</p> <p>Words ending in able/ably/</p> <p>Word families based on common words, showing how words are related in form</p> <p>Creating diminutives using prefixes micro- or mini-</p> <p>Statutory Spellings</p> <p>Temperature, suggest, lightning, aggressive, awkward, desperate, disastrous, marvellous, relevant, excellent, existence,</p>	<p>Adding suffixes beginning with vowel letters to words ending in –fer</p> <p>Words with a long /e/ sound spelt ‘ie’ or ‘ei’ after c (and exceptions)</p> <p>Word families based on common words, showing how words are related in form</p> <p>Words with endings which sound like ‘shuhl/ after a vowel letter</p> <p>Words with a ‘soft c’ spelt /ce/</p> <p>Word families based on common words, showing how words are related in form</p> <p>Statutory spellings –</p> <p>Achieve, convenience, mischievous, committee, interrupt, interfere, attached, available, average, competition, conscience, controversy, correspond, embarrass, especially, exaggerate, cemetery, necessary, sacrifice, hindrance, nuisance, prejudice, accommodate, accompany, signature, foreign, apparent, appreciate, persuade, individual, language, sufficient, determined, explanation, pronunciation</p>	<p>Words that can be nouns and verbs</p> <p>Words with a long /o/ sound spelt ‘ou’ or ‘ow’</p> <p>Words ending in ible/ibly</p> <p>Synonyms/Antonyms</p> <p>Statutory Spellings – programme, shoulder,</p>
English – Spoken Language	<p>Listens appropriately to adults and their peers, identifying what the speaker is saying and how the speaker is saying it, and responds accordingly with specific comments, ideas and challenges.</p> <p>Uses a range of question types for different situations and purposes, e.g. leading, rhetorical, hypothetical.</p> <p>Demonstrates how and why vocabulary choices vary in different contexts and evaluates the effect of their own choices and that of other speakers.</p> <p>Articulates, sustains and justifies their answers, arguments and opinions logically with more detailed evidence or reasoning, making connections between their opinions and that of others.</p> <p>Sequences and develops descriptions, explanations, and narratives coherently, choosing details, vocabulary and grammatical structures for specific effect.</p> <p>Sustains their own listening and can debate an issue logically using discursive language and responding effectively in increasingly extended turns, to the opposing view.</p>		

	<p>Uses a wide range of speculative, hypothetical and explorative language to help process and clarify their ideas. Speaks audibly and fluently using a wide range of sentence structures and confidently communicating in a range of different situations. Makes considered choices about how they present information to a specific audience, ensuring intonation, tone, volume and expression suit the context and that literal and implied meaning is clear; uses a range of simple dramatic effects to enhance or adapt a character and sustain the role. Uses a range of verbal and non-verbal techniques to capture, regain or sustain a listener’s attention, demonstrating that they recognise the needs of the listener. Considers and evaluates different viewpoints, attending to and building on the contributions of others constructively. Selects and uses the appropriate registers in a range of situations and contexts, using formal and Standard English when required.</p> <p><i>These skills will be applied through:</i> <i>Whole class reading; comprehension; Read Alouds; Think Alouds; teacher modelling intonation and expression; rehearsing and reciting; public speaking; play scripts and productions; church recitals; Read Write Perform; Pupil Prime Minister; levelled questioning in lessons; rehearsing and composing sentences; weekly spelling dictation; conferencing; Branching Out; teacher-peer-class questioning; formal speaking for debates; filming scripts; daily conversation in ELSA time; responding to class instruction; speculating, hypothesising and imagining ideas; planners to develop ideas; participate in games led communication; effective registers for different scenarios; talk at home prompted by newsletters, knowledge mats and Seesaw; precis work in reading; justify answers in lessons.</i></p>					
Maths	<p><u>Place Value</u> Numbers to 10,000 Roman Numerals Round numbers to nearest 10, 100 and 1,000 Numbers to 100,000 Compare and order numbers to 100,000 Round numbers within 100,000 Numbers to a million Counting in 10s, 100s, 100s, 10,000s and 100,000s Compare and order numbers to one million</p>	<p><u>Multiplication and Division</u> Multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply and divide by 10, 100 and 1,000 Multiples of 10,100 and 1,000 <u>Measurement</u> Measure perimeter Calculate perimeter Area of rectangles Area of compound shapes</p>	<p><u>Multiplication and Division</u> Multiply 4 digits by 1 digit Multiply 2 digits by 2 digits Multiply 3 digits by 2 digits Multiply 4 digits by 2 digits Solve problems with multiplication Short Division Divide 4 digits by 1 digit Divide with remainders Efficient Division</p>	<p><u>Decimals and Percentages</u> Decimals up to 2 d.p. Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (tenths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart Order and compare decimals</p>	<p><u>Decimals and Percentages</u> Adding decimals within 1 Subtracting decimals within1 Complements to 1 Adding decimals – crossing the whole Adding decimals with the same number of decimal places Subtracting decimals with the same number of decimal places Adding decimals with a different number of decimal places</p>	<p><u>Position and direction</u> Position in the first quadrant Reflection Reflection with coordinates Translation Translation with coordinates <u>Measurement</u> Kilograms and kilometres Milligrams and millilitres Metric units Imperial units Converting units of time Timetables</p>

	<p>Round numbers to one million Negative Numbers <u>Addition and Subtraction</u> Add and subtract whole numbers with more than 4 digits using column method Round to estimate and approximate Inverse Operations Multi-step problems <u>Statistics</u> Read and interpret line graphs Draw line graphs Use line graphs to solve problems Read and interpret tables Two-way tables Timetables</p>	<p>Area of irregular shapes</p>	<p>Solve Problems with multiplication and division <u>Fractions</u> Multiply a unit fraction by an integer Multiply and non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators</p>	<p>Order and compare decimals with up to 3.d.p Round to the nearest whole number Round to 1.d.p. Percentages as fractions Percentages as decimals Equivalent F.D.P <u>Perimeter And Area</u> Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area</p>	<p>Subtracting decimals with a different number of decimal places Adding and subtracting wholes and decimals Decimal sequences Multiplying decimals by 10, 100 and 1,000 Dividing decimals by 10, 100 and 1,000 <u>Geometry</u> Measuring angles in degrees Measuring with a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating lengths and angles in shapes Regular and irregular polygons Reasoning about 3-D shapes</p>	<p>Introducing volume Compare volume Estimate volume Estimate capacity</p>
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<p>Science</p>	<p><u>Earth and Space</u></p> <p>(K) Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>(K) Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>(K) Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>(K) Describe the movement of the Moon relative to the Earth</p> <p>(WS) Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>(WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>(WS) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>(WS) Using test results to make predictions to set up further comparative and fair tests</p>	<p><u>Forces</u></p> <p>(K) Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>(K) Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>(K) Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>(WS) Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>(WS) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>(WS) Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>(WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>(WS) Using test results to make predictions to set up further comparative and fair tests</p> <p>(WS) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p><u>Properties and changes of materials</u></p> <p>(K) Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>(K) Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>(K) Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>(K) Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>(WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>(WS) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>(WS) Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>(WS) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>
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Art and Design	<p>Native American Art Wampanoag Tribe Weaving Bags Explore the roles and purposes of artists working in different times and cultures</p> <p>Use different techniques and textures when making different pieces of work</p>	<p>Dragon eye Amulet and bag Join fabrics in different ways Develop skills using clay</p> <p>Sketch-up architectural 3D computer modelling</p>	<p>Clay pyramids Develop skills in clay Create sculpture and construction with increasing independence</p> <p>Bonampak Murals</p>

	<p>Identify artists who have worked in a similar way to their own work</p> <p>Show awareness of the potential of materials</p> <p>Thunderbird – colour theory</p> <p>Sketching for tone and value</p>	<p>Compare ideas, methods and approaches in their own and others' work and say how they feel about them.</p> <p>Adapt their work according to their views</p> <p>Use ICT</p> <p>Bayeaux Tapestry drawings Select and record from first hand observations</p> <p>Question and make thoughtful observations about starting points and select ideas and processes to use in their work</p> <p>Develop ideas using different or mixed media using a sketchbook</p> <p>Create shades and tints using black and white.</p> <p>Describe varied techniques</p> <p>Carry out preliminary studies, test media and materials</p> <p>Work from a variety of different sources</p> <p>To be expressive and analytical to adapt, extend and justify their work</p>	<p>Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape</p> <p>Mayan Worry Dolls Use different techniques, colours and textures when designing and creating work</p>
DT	<p>Primary Engineering Identify the needs, wants, preferences and values of particular individuals and groups Produce appropriate list of tools, equipment and materials that they need</p>	<p>Primary Engineering Develop a simple design specification to guide their thinking Accurately measure, mark out, cut and shape components</p>	<p>Squash Tomato Challenge Generate innovative ideas drawing on research Demonstrate resourcefulness when tackling practical problems Evaluate their ideas and products against their original design specification</p>

	<p>How to reinforce and strengthen a 3d framework</p> <p>Thanksgiving feast That seasons may affect the food available. How food is processed into ingredients that can be eaten or used in cooking That different food and drink contain different substances – nutrients, water, fibre – that are needed for health</p>		<p>Accurately assemble, join and combine materials and components Accurately apply a range of finishing techniques Evaluate the quality of design, manufacture and fitness for purpose of their products as they design and make How mechanical systems create movement How more complex electrical circuits and components can be used to create functional products Know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products</p>		<p>how sustainable the materials in products are What impact products have beyond their intended purpose</p> <p>Microbits Use computer programming to control their products</p>	
Computing	<p><u>E Safety</u></p> <p>Self image and identity Managing online information Online relationships and reputations Reporting inappropriate behaviour and use Copyright and Ownership</p>	<p><u>Systems And Searching</u></p> <p>Learners will develop their understanding of computer systems and how information is transferred between systems and devices. Learners will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Learners will also take part in a collaborative online project with other class members</p>	<p><u>Video Production</u></p> <p>This unit gives learners the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Learners are guided with step-by-</p>	<p><u>Programming (A)</u></p> <p>In this unit, learners will use physical computing to explore the concept of selection in programming through the use of the Microbit programming environment. Learners will be introduced to a microcontroller (Microbit controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their</p>	<p><u>Programming (B)</u></p> <p>In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They</p>	<p><u>Creating Media</u></p> <p>In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work. This</p>

		and develop their skills in working together online.	step support to take their idea from conception to completion. At the teacher's discretion, the use of green screen can be incorporated into this unit. At the conclusion of the unit, learners have the opportunity to reflect on and assess their progress in creating a video.	existing programming knowledge. Learners are introduced to conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).	use their knowledge of writing programs and using selection to control outcomes to design a quiz in response to a given task and implement it as a program.	unit is planned using the Google Drawings app, other alternative pieces of software are available.
History	<p>The Mayflower Use the library and internet for research – to research the religious divisions in Europe that led to the Separatists seeking settlement in The New World To sequence events in the 16TH and 17th Century on a timeline, from The Reformation to the first Thanksgiving. Place events on timeline in relation to other studies – compare the events of the Stuart Era to other periods in history. Know and use relevant dates and terms – eg Stuarts, Protestant, Catholic, Separatist, Puritan, New World, Frontier, Settlement, Indigenous, Wampanoag. Sequence 10 events on a time line – The Mayflower voyage https://worldhistoryproject.org/topics/pilgrims Recognise primary and secondary sources – to compare the first Thanksgiving ceremonies with modern Thanksgiving ceremonies</p>	<p>Vikings and Anglo-Saxons To sequence events on a timeline -to know about Viking raids and Invasions (where and how they took place) Compare beliefs, behaviour and character of people, recognising that not everybody shares the same views/be aware that different evidence will lead to different conclusions - to know and understand about the resistance from Alfred the Great Use the library and internet for research/Link sources and work out how conclusions were arrived at -to learn about Viking life including houses, clothes and food Select and organise information to produce structured work making appropriate use of dates and terms - to understand what happened during Viking invasions and what the warriors were like Consider ways of checking the accuracy of interpretations - to know some Viking gods and what they represent</p>	<p>Mayan Civilisation Suggest omissions and the means of finding out - to discover facts about how the Mayan civilization lived Compare beliefs, behaviour and character of people, recognising that not everybody shares the same views/be aware that different evidence will lead to different conclusions - to consider similarities and differences between ancient religions and religions today. To look at the Mayan number system. Use the library and internet for research - to look at the characteristics of Maya Gods Link sources and work out how conclusions were arrived at - to find out what Maya people grew and ate/To locate the ancient Maya cities Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation -to use Frederick Catherwood drawings to find out how the Mayan civilization lived and to research Chichen Itza and create a tourist brochure</p>			

	Use a range of sources to find out about an aspect of time passed – use a range of historical sources and contemporary research materials to research the Mayflower voyage and its settlement. Bring knowledge gathered from several sources together in a fluent account – create diary accounts of Pilgrim passengers and their families.					
Geography	The Journey of the Mayflower Draw thematic maps with keys – compare early settlements in the New World with modern Massachusetts Increase the complexity of own drawn maps – begin to draw maps to scale Use maps to locate countries and features – Use atlases to chart the voyage of the Mayflower using known countries Recognise world map as a flattened globes – compare atlases with Google Earth Investigate places with more emphasis on the larger scale; contrasting and different places – compare 16 th century Europe with early settlements in the New World Use 8 compass points – chart the Mayflower voyage using compass directions Confidently identify significant places and environments – Identify Americas, Europe, Holland, Tropic of Cancer and Atlantic Ocean.		Gainsborough Draw a sketch map using symbols and a key – draw the Viking journey from the Humber to the Trent Select a map for a specific purpose – choose and use appropriate scaled maps for comparison Analyse evidence and draw conclusions from it e.g. from field work, land use patterns, temperature and climate and its influence on everyday life . Compare the land use patterns of 16 th Century Europe to Massachusetts. Use a scale to measure distance – Use a range of OS Explorer and OS Landranger maps Draw/use maps and plans of a range of scales Use and recognise OS map symbols – Compare modern Gainsborough with Viking Gainsborough Follow a short route on an OS map – Field Trip		Ancient Maya Geography Use longitude and latitude on atlas maps/ use primary and secondary sources of evidence - to compare ancient Maya geography with modern day South America Suggest questions for investigation - to compare Ancient Maya civilisations with modern day settlements Draw a plan view map/ Use 4 figure coordinates confidently to locate features on a map - to look at landmarks of Chichen Itza Collect and record evidence unaided Use atlas symbols	
Languages – sign Language / French	BSL Understand the main points from an unspoken method of communication	Numbers Alphabet All about Me Christmas in France My Home Colours	Animals Food Calendar Clothing	Shopping Holidays	Celebrations My Town	The Weather Sports School

<p>Music</p>	<p>Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians, thinking about how time and place can influence the way music is created, performed and heard; Describe, analyse and compare different kinds of music using a musical vocabulary; Understand how (and learn the vocabulary of) the combined musical elements of pitch, duration, dynamics, tempo, timbre and texture can be organised within musical structures and used to communicate different moods and effects; Listen with sustained concentration and engagement to longer pieces of music, identifying features in ‘The Journey of the Mayflower’ (Stile Antico Early Music Vocal Ensemble) featuring music from the time of the Pilgrims, a time of great musical flowering, e.g. Gibbons, Tomkins and Weelkes; John Dowland’s ‘Shout To Jehova’, included in a metrical psalter that was carried on the ship by William Brewster; Identify different moods and textures, exploring how the pieces deal with themes of pilgrimage and longing for peace e.g. John Amner: ‘A Stranger Here’, in which he speaks of his desire to find a new, peaceful land.</p> <p>Sing confidently in small groups, as a class and in whole school assemblies, with musical expression and a sense of ensemble and performance, presenting performances effectively with awareness of audience, venue and occasion in the Harvest and Christmas (Christingle) Church Services.</p>	<p>Sing a broad range of songs from an extended repertoire, observing rhythm, phrasing, accurate pitching and appropriate style; Sing songs using staff notation (Charanga); Sing rounds/partner songs in 3 or 4 parts, with awareness of other parts, identifying the melodic phrases and how they fit together;</p> <p>Explore the atmosphere and excitement of Viking Mythology through BBC Schools Radio Viking Saga Songs: Sing songs with increasing control of breathing, posture, sound projection and clear diction; Sing with a sense of phrase and musical expression, breathing in appropriate places; Sing songs in tune and with control of pitch; Loki the Joker: 2 note patterns, syncopation; Odin, Mighty World Creator: varied voice qualities; chanting word-echoes; arpeggios; repeating patterns; Sing us a Saga: singing in 2 parts; building phrases; pentatonic wave-melodies; Thor on a Journey: fanfares & horn-calls; dynamic contrast; changing tempo; simple conducting; Apples of Iduna: clear diction; voice registers (high/low); sing with ‘mystery & magic’; Birds of the North: rising & falling pentatonic tunes; flight patterns (up/down); melodic shape patterns.</p>	<p>Mayan Mystic Music and Dance (TES): Explore sounds and resources (range of tuned and un-tuned percussion instruments) to achieve different intended effects - flutes, pan-pipes, whistles, drums; Sing and accompany the song: ‘The Maya – A Stone Cold Classic’ (Sing Up);</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations; Improvise rhythm patterns, incorporating rhythmic variety and interest; Create different effects using combinations of pitched sounds, playing with control and accuracy; Internalise short melodies and improvise simple tunes, using the pentatonic scale, on pitched percussion instruments (glocks); Improvise over drones and grooves, developing sense of shape and character; Play a melody following staff notation (using Charanga) written on one staff and using notes within an octave range, making decisions about dynamic change: pp, p, f, ff; Engage with others through ensemble playing; Leavers’ Play: Practise their own parts and rehearse with others, showing that they know how to contribute to the overall effect; Improve their performance through listening, internalising and analysing changes needed; Contribute to a high quality class performance that creates the intended effect, presenting effectively with awareness of audience, venue and occasion.</p>
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PE	<p>Cross Country - Pupils will learn the correct ways to run for a long distance event such as cross country. I.E focusing on their breathing and maintaining a level of pace for a lengthy run.</p> <p>Football – Pupils will all be able to explain the rules of the game. Children will be drilled in their dribbling passing and shooting before being put into small sided games following FA guidelines to put the skills into practice. Gifted and talented pupils will develop tactics on attacking and defending.</p>	<p>Tag rugby – Pupils will learn to develop their handling, tackling, attacking and defending skills through drills. Pupils will then extend this into small sided games. Higher level pupils will demonstrate appropriate positioning and tactics to cause a problem for the opposition.</p> <p>Netball – Pupils will be drilled in different pass and shooting techniques. They will then look to bring these into free role game scenarios. Pupils will be coached in moving the ball swiftly as this will cause the opposition a problem in games. Pupils will be able to choose the most effective tactics in games and plan their approach to attacking and defending</p>	<p>Kwik Cricket – Pupils will be drilled in batting, bowling and fielding through various drills following ECB guidelines as well as looking into their pace of scoring. They will then look at implementing this into six a side cricket games. Gifted and Talented pupils will look at game management i.e. scoring quickly, saving runs and bowling strategies.</p> <p>Rounders – Pupils will be learn the basic rules of the game and will be drilled in their batting fielding and backstop. Pupils will playing games of Rounders. Gifted and Talented pupils will learn advanced fielding skills to prevent the other team from scoring high volume of runs.</p>
	<p>Pupils by the end of KS2 will be able to: Use a different range of shots and strokes to strike a ball Use a variety of techniques to pass. Follow and understand rules of each sport covered Throw and catch a ball with control and accuracy Gifted and talented pupils will be able to successful demonstrate and lead a warm up as well as team teach other peers by evaluating and demonstration as well as developing tactics and strategies what can be used in game scenarios.</p> <p><u>Extended Activities:</u></p> <p><u>Fun fit</u> Children with poor fine motor skills/ balance and co-ordination skills will be taken in small groups in assembly time to work on developing these. Activities will include yoga, mini gym sessions and games e.g. Walk the Plank and Monkey, Monkey.</p> <p><u>Physio</u> A pupil who has cerebral palsy will be taken for 30 minutes each day by staff members who have been given training and supports from the NHS to supports him in his development with exercises advised by the NHS.</p> <p><u>Gifted and Talented</u> Pupils who have been identified as being gifted and talented in P.E will be given an extra session on a Wednesday afternoon to develop their skills with more advanced drills. This time will also be used to prepare pupils for sporting tournaments and games against other skills to help us achieve the best results.</p>		

<p>RE</p>	<p>What can we learn by reflecting on words of wisdom from religions and worldviews? To understand carefully selected text from three religions (Christianity, Buddhism and Judaism) To learn about two contemporary examples of faith communities and how they seek to live their values Pupils will develop the ability to respond thoughtfully to a range of sources of wisdom</p>		<p>What contributions do religions make to local life in Nottingham City and Nottinghamshire? To know about world religions in the local area and county To learn about examples of inter faith co-operation They will think reasonably about questions of community harmony and inter faith work</p>	<p>How do religions and beliefs respond to global issues? To learn about spiritual concepts of justice, fairness, compassion and responsibility To look at global aid and development charities (Christian Aid, Islamic Relief, Save the Children) Pupils will learn to faith, weigh up and use information through simple research They will practice the skill of discussion, reasoning and argument in relation to questions about global issues.</p>		
<p>PSHCE</p>	<p>Safety First To know how to take responsibility for their own safety To assess and manage risks in different situations To confidently identify and manage pressure to get involved in risky situations To know to act sensibly and responsibly in an emergency Be able to identify hazards and reduce risks to keep myself and others safe at home. To know how to stay safe in different outdoor environments.</p>	<p>TEAM To confidently talk about the attributes of a good team. To accept that people have different opinions and know that I can politely disagree with others and offer my own opinion. To compromise and collaborate to ensure a task is completed. To reflect on the need to care for individuals within a team. To be able to identify hurtful behaviour and suggest ways I can help. To understand the importance of shared responsibilities in</p>	<p>Diverse Britain Be able to talk about the range of faiths and ethnicities in our nation and identify ways of showing respect to all people. To explain what a community is and what it means to belong to one. To explain why and how laws are made and identify what might happen if laws are broken. Be able to discuss the terms democracy and human rights in relation to local government. To investigate what charities and voluntary groups do</p>	<p>VIPs To explain how VIPs who love and care for each other should treat each other. To be able to identify different ways to calm down when I am feeling angry or upset. To understand that people have different opinions that should be respected. To be able to identify negative influences on my behaviour and suggest ways that I can resist these influences. To explain when it is right to keep a secret, when it is not and who to talk to about this.</p>	<p>Aiming High To understand how people learn new things and achieve certain goals. To understand that a helpful attitude towards learning can help us succeed in life. To identify opportunities that may become available to me in the future and I am aware of how to make the most of them. To understand that gender, race and social class do not determine what jobs people can do. To understand there are a variety of routes into different jobs</p>	<p>Growing Up To describe the changes that people's bodies go through during puberty and how we can look after our changing bodies. Able to describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings. Be able to recognise that many things affect the way we feel about ourselves and To understand that there is no such thing as an ideal kind of body. To understand what a loving relationship is and that there are</p>

		helping a team to function successfully.	and how they support the community. DARE	To recognise healthy and unhealthy relationships.	which may match my skills and interests. To discuss my goals for the future and the steps I need to take to achieve them.	many types of relationships. To understand what a sexual relationship is and who can have a sexual relationship. To describe the process of human reproduction, from conception to birth.
Learning outside the Classroom / Branching Out	Boat building Preparing vegetables/Themed Day Trip to Bassetlaw Museum	Thanksgiving feast Mayflower Lantern parade	Viking Raid Play in a day Field Trip (OS MAPS) DARE	Residential Orienteering/ Geocaching Cricket School	Squashed Tomato Challenge	Science topic Leavers Play Sleepover