



Long Term Plan

Year 5 Cycle 1 - 2019 – 2020

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Ramsden Ruminator	Why should we never forget?		Where did the dodo go?		Will rainforests survive the 21st century?	
Class Text	Armistice Runner by Tom Palmer When Hitler Stole Pink Rabbit by Judith Kerr Bombs and Blackberries Julia Donaldson World Leader Biographies (non-fiction) Churchill's VE Day Speech Newspapers and local accounts from WW2 Eyewitness accounts from Blitz Blitz poetry Armistice Day poetry		The Boy at the Back of the Class by Onjlai Rauf 99% Ape Biographies of Darwin, Anning and Russell-Wallace Moth – Isabel Thomas The Story of Life by Katie Thomas Anabel and Aiden In The Story of Life – Joseph Becker The Molliebird		Pongo by Jessie Hodgson Journey to the River Sea by Eva Ibbotson The Explorer by Katherine Rundell The Vanishing Rainforest by Richard Platt Where the Forest Meets the Sea by Jeannie Baker Amazon Adventure by Jeannie Sparks	
English – Reading Foci	Read fluently from a wide range of genres. Participate in discussions about books that are read to them. Identify main ideas drawn from more than one paragraphs and summarising these. Discuss vocabulary used by author to create effects. Evaluate use of authors' language and explain its impact. Draw inferences from characters' feelings, thoughts and motives. To make predictions from details stated and implied, justifying them in detail with		Recommend texts to peers. Read fluently from a wide range of genres Participate in discussions about books that are read to them. Identify main ideas drawn from more than one paragraphs and summarising these. Discuss vocabulary used by author to create effects. Evaluate use of authors' language and explain its impact. Draw inferences from characters' feelings, thoughts and motives. To make predictions from details stated and implied, justifying them in detail with		Recommend texts to peers. Read fluently from a wide range of genres Participate in discussions about books that are read to them. Identify main ideas drawn from more than one paragraphs and summarising these. Discuss vocabulary used by author to create effects. Evaluate use of authors' language and explain its impact. Draw inferences from characters' feelings, thoughts and motives. To make predictions from details stated and implied, justifying them in detail with	

	evidence from the text. To continually show an awareness of audience when reading aloud using intonation, action, tone and volume. To use knowledge of text and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.		evidence from the text. To continually show an awareness of audience when reading aloud using intonation, action, tone and volume. To use knowledge of text and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.		evidence from the text. To continually show an awareness of audience when reading aloud using intonation, action, tone and volume. To use knowledge of text and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.	
English – Writing Foci	When Hitler stole Pink Rabbit – Diary Instruction writing – Evacuees/ rationing	Bombs and Blackberries – Play scripts Newspaper	Moth (poetry) The Mollie Bird – Evolution Story	Inspirational People- Biographies Diary Entries (Residential) Balanced Argument	The Nowhere Emporium by Ross McKenzie narrative Persuasive Letter	Scientific Writing
Writing	Plan writing by identifying the audience for a purpose for writing. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to, seen or performed. To proof read work to précis longer passages by removing unnecessary passages or irrelevant details. To consistently link ideas across paragraphs. To proofread work to assess effectiveness of their own and others’ writing. To consistently produce sustained and accurate writing from different narrative and non-fiction genres. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify		Plan writing by identifying the audience for a purpose for writing. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to, seen or performed. To proof read work to précis longer passages by removing unnecessary passages or irrelevant details. To consistently link ideas across paragraphs. To proofread work to assess effectiveness of their own and others’ writing. To consistently produce sustained and accurate writing from different narrative and non-fiction genres. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify		Plan writing by identifying the audience for a purpose for writing. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to, seen or performed. To proof read work to précis longer passages by removing unnecessary passages or irrelevant details. To consistently link ideas across paragraphs. To proofread work to assess effectiveness of their own and others’ writing. To consistently produce sustained and accurate writing from different narrative and non-fiction genres. To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify	

	<p>meaning and create pace. To regularly use dialogue to convey a character and advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To use a range of adverbs and modal verbs to indicate degrees of possibility. To ensure correct use of tense including when using singular and plural. To use a wide range of linking words and phrases to build cohesion across paragraphs, including time adverbials, place adverbials and number. To use relative clauses beginning with a relative pronoun with confidence To use commas consistently to clarify meaning or avoid ambiguity</p>	<p>meaning and create pace. To regularly use dialogue to convey a character and advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To use a range of adverbs and modal verbs to indicate degrees of possibility. To ensure correct use of tense including when using singular and plural. To use a wide range of linking words and phrases to build cohesion across paragraphs, including time adverbials, place adverbials and number. To use relative clauses beginning with a relative pronoun with confidence To use commas consistently to clarify meaning or avoid ambiguity</p>	<p>meaning and create pace. To regularly use dialogue to convey a character and advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. To use a range of adverbs and modal verbs to indicate degrees of possibility. To ensure correct use of tense including when using singular and plural. To use a wide range of linking words and phrases to build cohesion across paragraphs, including time adverbials, place adverbials and number. To use relative clauses beginning with a relative pronoun with confidence To use commas consistently to clarify meaning or avoid ambiguity To use brackets, dashes or commas to indicate parenthesis To recognise and use the terms; modal verbs, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>
Spelling	<p>Words with ending /shush/ spelt –cious Words with endings /shush/ spelt –tious –ious Words with short vowel sound /i/ spelt with y Homophones and near homophones Words with silent letters Modal verbs</p>	<p>Creating nouns using -ity suffix Creating nouns using –ness suffix Creating nouns using –ship suffix Homophones and near homophones Words spelt with /or/ spelt -or- Words spelt with /or/ spelt -au- Convert nouns or adjectives into verbs using –ate</p>	<p>Words containing ‘ough’ Adverbs of time Adverbs of place Words with /ear/ spelt ‘ere’ Unstressed vowels in polysyllabic words Verb prefix de- and re- Verb prefix over- Convert nouns or verbs into adjectives using</p>

	Words ending –ment Adverbs of possibility and frequency Statutory Spelling Words		Covert nouns or adjectives into verbs using –ise Convert nouns or verbs into adjectives using –ify Convert nouns into verbs using -en		–ful Convert nouns or verbs into adjectives using –ive Convert nouns or verbs into adjectives using –al Statutory Spelling Words	
Maths	<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 Round numbers to one million Negative Numbers <u>Addition and Subtraction</u> Add and subtract whole numbers with more than 4 digits using column	<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 Area of irregular shapes	<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 Divide 4 digits by 1 digit Divide with remainders <u>Fractions</u> Equivalent fractions Improper fractions to mixed numbers Mixed numbers to improper fractions Number sequences Compare and order fractions less than 1 Compare and order fractions greater than 1 Add and subtract	<u>Fractions</u> Multiply unit fractions by an integer Multiply non-unit fractions by an integer Multiply mixed numbers by integers Fraction of an amount Using fractions as operator <u>Decimals and Percentages</u> Decimals up to 2 d.p. Decimals as fractions Understand thousandths Thousandths as decimals Rounding decimals Order and compare decimals	<u>Decimals and Percentages</u> Adding decimals within 1 Subtracting decimals within 1 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 Subtracting decimals with a different number of decimal places Adding and subtracting wholes	<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 Introducing volume Compare volume Estimate volume Estimate capacity

	<p>method</p> <p>Round to estimate and approximate</p> <p>Inverse Operations</p> <p>Multi-step problems</p> <p><u>Statistics</u></p> <p>Read and interpret line graphs</p> <p>Draw line graphs</p> <p>Use line graphs to solve problems</p> <p>Read and interpret tables</p> <p>Two-way tables</p> <p>Timetables</p>		<p>fractions</p> <p>Add fractions within 1</p> <p>Add 3 or more fractions</p> <p>Add fractions</p> <p>Add mixed numbers</p> <p>Subtract fractions</p> <p>Subtract mixed numbers</p> <p>Subtract –breaking the whole</p> <p>Subtract 2mixed numbers</p>	<p>Understand percentages</p> <p>Percentages as fractions and decimals</p> <p>Equivalent F.D.P</p>	<p>and decimals</p> <p>Decimal sequences</p> <p>Multiplying decimals by 10, 100 and 1,000</p> <p>Dividing decimals by 10, 100 and 1,000</p> <p><u>Geometry</u></p> <p>Measuring angles in degrees</p> <p>Measuring with a protractor</p> <p>Drawing lines and angles accurately</p> <p>Calculating angles on a straight line</p> <p>Calculating angles around a point</p> <p>Calculating lengths and angles in shapes</p> <p>Regular and irregular polygons</p> <p>Reasoning about 3-D shapes</p>	
Science	<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</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</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><u>Living things and their habitats</u></p> <p>(K) Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>(K) Describe the life process of</p>	<p><u>Animals including Humans</u></p> <p>(K) Describe the changes as humans develop to old age.</p> <p>(WS) Reporting and presenting findings from enquiries, including conclusions, causal</p>	<p><u>Materials</u></p> <p>(K) Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity</p>

	<p>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</p>	<p>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</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</p>	<p>reproduction in some plants and animals.</p> <p>(WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>(WS) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>(WS) Using test results to make predictions to set up further comparative and fair tests</p> <p>(WS) Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in</p>	<p>relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</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) Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>(electrical and thermal), and response to magnets</p> <p>(K) Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</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</p>
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	<p>graphs, bar and line graphs (WS) Using test results to make predictions to set up further comparative and fair tests</p>	<p>explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (WS) Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary (WS) Using test results to make predictions to set up further comparative and fair tests (WS) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (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 (WS) Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (WS) Using test results to make predictions to set up further comparative</p>	<p>results, in oral and written forms such as displays and other presentations (WS) Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (WS) Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>		<p>as displays and other presentations (WS) Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
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Art and Design	<p><u>Aviation art</u> Select and record from first hand observations Question and make thoughtful observations about starting points and select ideas and processes to use in their work To use a variety of source material in their work Use a sketch book to develop ideas To work in a sustained and independent way from observations, experience and</p>	<p><u>Art from other cultures</u> Compare ideas, methods and approaches in their own and others' work and say how they feel about them. Adapt their work according to their views Use ICT Experiment with using batik safely</p> <p><u>Animal Eye Art</u> Explore the potential properties of the visual elements, line, tone, pattern and shape, line and texture</p>	<p><u>Nowhere Emporium Mixed Media</u> Demonstrate a secure knowledge about primary, secondary, warm, cold, complimentary and contrasting colours Create imaginative work from a variety of sources Explain a few printing techniques Build up layers, colours and textures Organise their work in terms of pattern repetition and symmetry or random printing styles</p>		

	<p>imagination</p> <p>To work on preliminary studies to test media and materials</p> <p>Work on their own and collaboratively with each other</p>	<p><u>Joseph Cornell Collage</u></p> <p>Use a range of media to create collage</p>	<p>Join fabrics in different ways including stitching</p> <p><u>3D Rainforest</u></p> <p>Describe the different qualities involved in modelling, sculpture and construction</p> <p>Use recycled natural and man-made materials to create sculpture</p> <p>Plan a sculpture through drawing and preparatory work</p> <p><u>Stained Glass Windows</u></p> <p>Investigate art, craft and design in the locality.</p> <p><u>Banksy Research Project</u></p> <p>Explore the role and purposes of artists</p>			
DT	<p><u>Primary Engineer</u></p> <p>Identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Produce appropriate list of tools, equipment and materials that they need</p> <p>How to reinforce and strengthen a 3d framework</p> <p><u>WW2 Rationed Recipes</u></p> <p>That seasons may affect the food available.</p> <p>How food is processed into ingredients that can be eaten or used in cooking</p> <p>That different food and drink contain different substances – nutrients, water, fibre – that are needed for health</p>	<p><u>Primary Engineer</u></p> <p>Develop a simple design specification to guide their thinking</p> <p>Accurately measure, mark out, cut and shape components</p> <p>Accurately assemble, join and combine materials and components</p> <p>Accurately apply a range of finishing techniques</p> <p>Evaluate the quality of design, manufacture and fitness for purpose of their products as they design and make</p> <p>How mechanical systems create movement</p> <p>How more complex electrical circuits and components can be used to create functional products</p>	<p><u>3D Rainforest</u></p> <p>Carry out research using surveys, interviews, questionnaires and web based resources</p> <p>Formulate step-by-step plans as a guide to making</p> <p>Use techniques that involve a number of steps</p>			
Computing	<p><u>We Are Game Developers</u></p> <p>Design, write and</p>	<p><u>We Are Cryptographers</u></p> <p>Use logical</p>	<p><u>We Are Artists</u></p> <p>Use sequence, selection, and</p>	<p><u>We Are Web Developers</u></p> <p>Understand</p>	<p><u>We Are Bloggers</u></p> <p>Understand computer networks</p>	<p><u>We Are Architects</u></p> <p>Use search technologies</p>

	<p>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</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p>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</p>	<p>reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>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.</p> <p>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</p>	<p>computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>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</p>	<p>including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. 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</p>	<p>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</p>
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	that accomplish given goals.			and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	content and contact. Be discerning in evaluating digital content	
History	<u>World War 2</u> World War 2 Use the library and internet for research – research the blackout, evacuation, the Holocaust and Rationing To sequence events on a timeline – sequence main events from 1939-1945 Place events on timeline in relation to other studies – timeline of WW2 in context of 20th century events Know and use relevant dates and terms – WW2 specific history Sequence 10 events on a time line – events of Blitz Recognise primary and secondary sources – propaganda posters Use a range of sources to find out about an aspect of time passed – photos, maps and newspapers. Study Churchill’s VE day speech. Bring knowledge gathered from several sources together in a fluent account – Blitz	<u>Evolutionary biologists (Darwin, Anning, Russell Wallace)</u> Use the library and internet for research – Voyage of the Beagle. To sequence events on a timeline – The History of Evolutionary Theory. Link sources and work out how conclusions were arrived at – evidence for evolution through the Industrial Revolution To study different aspects of different people and make comparisons (e.g. between men and women) – compare Darwin, Wallace and Anning’s contributions. Consider ways of checking the accuracy of interpretations / be aware that different evidence will lead to different conclusions – Wallace and Darwin’s theories Select and organise information to produce structured work making appropriate use of dates and terms – Mary Anning	<u>Deforestation</u> Use the library and internet for research – research rainforest conservation Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation – extinction of Pinta Island Tortoise Suggest omissions and the means of finding out – indigenous settlements			

	diary.					
Geography	World War Two maps – allies/axis Draw thematic maps with keys Increase the complexity of own drawn maps – WW2 in the local area Use maps to locate countries and features – Normandy landings Recognise world map as a flattened globe – Pearl Harbour		<u>Darwin's Voyage of the Beagle</u> Draw a sketch map using symbols and a key – Voyage of the Beagle Select a map for a specific purpose – compare world map to small scale maps of the Galapagos		<u>Rainforest study</u> Suggest questions for investigation - Amazon study Use primary and secondary sources of evidence – compare maps Analyse evidence and draw conclusions from it e.g. from field work, land use patterns, temperature and climate and its influence on everyday life – average rainfall and temperature Draw a plan view map – Amazon basin Use longitude and latitude on atlas maps – locate rainforest habitats	
Languages - Welsh	Greetings Numbers Understand the main points from a spoken language	Colours Days Months Ask and answer simple questions in conversation	Animals My family Understand the main points from a short written text	Food In my town Write a few sentences on a familiar topic	Time Clothes Write a short text using commonly used words	Plurals Holidays Understand cultural differences including religion, war, famine, poverty etc.
Music	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; Sing confidently in small groups, as a class and in whole school assemblies, with musical expression and a sense of ensemble		Appreciate and understand a wide range of music drawn from different traditions and from great composers and musicians using BBC Ten Pieces: Storm (Britten), La Mer (Debussy), Sea Idylls (Walter Carroll), comparing and contrasting the different 'moods' of the sea, using the music as inspiration for own composition; Compose music individually or in pairs and groups, using a range of stimuli and developing their musical ideas into a completed composition;		Create Sounds of the Rainforest, exploring sounds and resources to achieve different intended effects, using a range of tuned and un-tuned percussion instruments; 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	

	<p>and performance, presenting performances effectively with awareness of audience, venue and occasion in the Harvest and Christmas (Christingle) Church Services.</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; WW2 Music: Listen with sustained concentration and engagement to longer pieces of music, identifying features in Propaganda and Patriotic Music e.g. Gustav Holst: 'I Vow To Thee My Country' and Elgar: 'Nimrod' from Enigma Variations; Identify different moods and textures e.g. Glenn Miller's Swing/Dance Music; Identify how a mood is created by music and lyrics e.g. Vera Lynn 'We'll Meet Again' to lift the spirits of the soldiers and the nation, recognising that lyrics reflect the time and place in which they were composed.</p>	<p>Explore, select and combine a range of different sounds to compose a Soundscape of the Galapagos Islands, using graphic notation and identifying and controlling different ways percussion instruments make sound; 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; Improvise and compose 4 beat word rhythms based on the Topic of Evolution and select instruments to describe visual images; Play 4 parts together with awareness of what others are playing; Perform an independent part keeping to a steady beat; Explore how rhythms can be described through rhythmic symbols (notation); Read and write conventional notation of rhythm, using crotchets and quavers when composing 4 beat rhythms.</p>	<p>of pitched sounds, playing with control and accuracy; Internalise short melodies and improvise simple tunes, using the pentatonic scale, playing them on pitched percussion instruments (glockenspiels); 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 appropriately to the overall effect; Improve their performance through listening, internalising and analysing what changes need to be made; 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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<p>PE</p>	<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. Pupils who excel 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 positioned based game scenarios. Pupils will be able to choose the most effective tactics in games and plan their approach to attacking and defending.</p> <p>Pupils will be coached in moving the ball swiftly as this will cause the opposition a problem in games.</p>	<p>Kwik Cricket – Pupils will learn how to bat bowl and field through various drills following ECB guidelines as well as the basic rules for scoring. They will then look at implementing this into six a side cricket games.</p> <p>Rounders – Pupils will be drilled in batting and fielding. Pupils will then implement these into games of Rounder’s.</p>
<p>Pupils by the end of KS2 will be able to:</p> <ul style="list-style-type: none"> 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 <p>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>Swimming</u></p> <p>All Students in KS2 will take part in 18 weeks of swimming carried out at Worksop leisure centre delivered by their swimming instructors.</p> <p>By the end of year 6 children will be able to swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Be able to use a range of strokes effectively (front crawl, backstroke and breast stroke.</p>			

	<p>They will also work towards being able to perform a self-rescue in different water-based situations (at least 80% will complete this)</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>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>			
RE	<p><u>Inspirational People in Today's World</u> <u>Knowledge:</u> fReligious content including examples such as: Dr Martin Luther King, Saint Teresa of Kolkata, Gandhi, William Booth of Sneinton (founder of the Salvation Army), Dr Hany El Banna (founder of Islamic Relief), Desmond Tutu, John Sentamu, the Archbishop of York to 2020, Pandurang Shastri Athavale or Swami Vivekananda (Hindu leaders), other local or international examples. <u>Skills:</u> Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership</p>	<p><u>Religion and the Individual</u> <u>Knowledge:</u> fReligious content including: the deeper meanings of the celebrations of Christmas, Easter, Pentecost and Eucharist; The ways Christians use some examples of Bible texts to guide them in facing life's challenges; the role of the Christian community in helping people to live a good life, and the pupils' reflections on Christians' uses of ideas such as Trinity, forgiveness or inspiration. <u>Skills:</u> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts.</p>	<p><u>Beliefs and Questions</u> <u>Knowledge:</u> Pupils will learn:about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life. To reflect on their own responses to Hindu and Muslim texts and expression in creative arts and architecture. <u>Skills:</u> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express</p>	<p><u>Beliefs and Actions in the World</u> <u>Knowledge:</u> Pupils will learn: about some great examples of religious architecture from across the world and some local examples, including for instance Southwell Minster, local churches and chapels, a local Synagogue, Mandir and Mosque; about different charities which apply the 'golden rule' ('treat others as you would like to be treated', f'love your neighbour as you love yourself') from</p>

					respectful attitudes to people different from themselves	a range of religions and worldviews to some global problems. <u>Skills:</u> Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how religious charities and architecture might be connected, thinking about dilemmas for themselves and via discussion.
PSHE	<u>Digital Wellbeing</u> Identify the benefits of the Internet and know how to look after digital wellbeing How to stay safe, healthy and happy online How to use social media responsibly to protect the health,	<u>Think Positive</u> Understand the link between thoughts, feelings and behaviours Understand the concept and impact of positive thinking Recognise and manage uncomfortable feelings	<u>Be Yourself</u> Explain why everyone is unique and understand why this should be celebrated and respected Explain why thoughts and feelings should be shared and how to do this positively	<u>It's My Body</u> Know that my body belongs to me and that I have control over what happens to it Understand why getting enough exercise and enough sleep is important Know how to take care of my changing	<u>One World</u> Understand our role as global citizens Describe what global climate change is and how we can prevent it from getting worse Explain how our own energy use can harm the environment and describe ways	<u>Money Matters</u> Explain some financial risks and how to avoid them Understand how retailers try to influence spenders Discuss the choices we have when we spend money Explain why we need to budget and

	<p>wellbeing and rights of all</p> <p>Recognise online bullying and what to do if witnessed</p> <p>Know that not all information online is true and know how to assess the reliability of text and images</p>	<p>Understand the importance of making good choices</p> <p>Use mindfulness techniques in everyday life</p> <p>Apply a growth mindset in everyday life</p>	<p>Explore uncomfortable feelings and understand how to manage these</p> <p>Understand feelings of shyness or nervousness and how to manage these</p> <p>Identify when to make different choices than those around me (avoiding peer pressure)</p> <p>Explore how it feels to make mistakes and how to make amends</p>	<p>body</p> <p>Understand the harmful effects of using drugs (including alcohol and tobacco)</p> <p>Understand what a positive body image is</p> <p>Make informed choices to look after physical and mental health</p>	<p>to help</p> <p>Understand how to use water responsibly and why this is important</p> <p>Understand biodiversity and the importance of doing all we can to encourage it</p> <p>Make choices which make the world a better place and help others across the world</p>	<p>how to make one</p> <p>Discuss the reasons and consequences of borrowing money</p> <p>Explain the impact spending has on the environment (e.g. single use plastic, fair trade, charity shops)</p>
Learning outside the Classroom / Branching Out	Vanished! A Blitz Mystery	VE Day party planning	Reebops Darwin's Finches	Residential	Woodland exploration	Mining Museum Church Study