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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Queen of the Falls** Themes: Niagara Falls, Annie Edson Taylor, properties of materials, America in 1901, cost of fame. ECW (Orel) 2.2 (Emojis linked to Shine Reading)	**The Lost Happy Endings** Themes: Wicked witch steals happy endings to bedtime stories – dark, mystery.	**Arthur and the Golden Rope** Themes: Vikings, bravery, resilience, adventure, Norse Gods, young boy goes to defeat the mighty beast Fenrir to save his village.	**The Darkest Dark** Themes: Facing your fears and following your dreams. Being inspired by others. First moon landing. Boy who dreams of being an astronaut but is afraid of the dark. Link to Science – Earth & Space	**The Paper Bag Prince** Themes: An old man who lives in a dump. Sorts out the rubbish and cares for the wildlife until the dump no longer gets used and nature redeems itself. Pollution, recycling, caring for nature, man's affect on environments.	**The Hunter** Themes: Africa, hunting, family. Character grows up as a family of hunters until he discovers an orphaned baby elephant who he then cares for and vouches never to be a hunter. Link to Science – Living Things and Their Habitats.
	Outcome: Recount: series of diary entries. **Greater Depth:** Series of diary entries with viewpoint of other characters.	**Outcome:** Traditional tale. **Greater Depth:** Traditional tale from another character's point of view.	**Outcome:** Fiction: myth. Create heroes, villains and monsters. **Greater Depth:** Vary the viewpoint from which the story is told.	**Outcome:** Recount: biography **Greater Depth:** A first person recount with an experience from the person's life within the biography.	**Outcome:** Persuasion/information: hybrid leaflet. **Greater Depth:** Write an oral presentation for a TV or radio broadcast as an expert.	**Outcome:** Fiction: adventure story. **Greater Depth:** Write a leaflet/letter to a film director explaining why 'The Hunter' should be made in to a film.
	Mastery Keys Identify the audience for purpose of writing. Organise paragraphs around a theme with a focus on more complex narrative structures. Use commas after fronted adverbials. Use commas to clarify meaning or avoid ambiguity in writing.	**Mastery Keys** Use expanded noun phrases to convey complicated information concisely. Describe settings, characters and atmosphere. Integrate dialogue to convey character and advance the action. Use of inverted commas and other punctuation to punctuate direct speech.	**Mastery Keys** Use expanded noun phrases to convey complicated information concisely. Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Link ideas across paragraphs using adverbials. Use commas to clarify meaning and avoid ambiguity in writing.	**Mastery Keys** Variety of verb forms used correctly and consistently. Use commas to clarify meaning and avoid ambiguity in writing. Link ideas across paragraphs using adverbials and tense choices. Use brackets, dashes or commas to indicate parenthesis. Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y4)	**Mastery Keys** Use modal verbs to indicate degrees of possibility. Use devices to build cohesion within a paragraph. Choose the appropriate register. Use brackets, dashes or commas to indicate parenthesis. Enhance meaning through selecting appropriate grammar and vocabulary.	**Mastery Keys** Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. Use adverbs to indicate degrees of possibility. Use a wider range of devices to build cohesion across paragraphs. Link ideas using tense choices.
	Missed NC Objectives not covered in Pathways to Write Increase familiarity with a wide range of books reading fairy stories, myths and legends and retelling some of these orally. Recommending books they have read to their peers, giving reasons for their choices. Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear.					
	Poetry (To be completed during Assessment Week) **Poem:** Jinnie Ghost **Outcome**: To write their own poem in the style of Berlie Doherty using a range of techniques (metaphors, noun phrases and a refrain). **Greater Depth**: To write their own poem selecting own form and structure. **Poetry Keys**: Use a range of descriptive language techniques to create effective imagery e.g. simile, metaphor, playing with word order. Experiment with a range of poetry forms.		**Poetry** **Poem:** Finding Magi **Outcome**: To write a free verse describing the wonder of the world using metaphor. **Greater Depth**: To choose the form of the poem and apply other poetry techniques experimented with. **Poetry Keys**: Experiment with metaphor to make effective comparisons. Experiment with a range of poetry forms.		**Poetry** (To be completed during Assessment Week) **Poem:** Animals of Africa Puns & Wordplay **Outcome**: To write a poem about an African animal (which is fun to read out loud!) **Greater Depth**: To write a poem about an African animal including similes and metaphor, and using their own style and structure. **Poetry Keys**: Use a range of descriptive language techniques to create effective imagery e.g. metaphor, simile, playing with word order Experiment with a range of poetry forms	
Mathematics	**Number: Place Value** Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through 0. Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000. Solve number problems and practical problems that involve all of the above. Read Roman Numerals up to 1000 (M) and recognise years written in Roman Numerals. **Number: Addition and Subtraction** Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why. **Number: Multiplication and Division** Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared and cubed. Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes. Know and use the vocabulary for prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. **Number: Fractions** Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to another and write mathematical statements greater than 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5) Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions e.g. 0.71 = 71/100 Solve problems involving multiplication and division, including scaling by simple fractions and problems	**Number: Multiplication and Division** Multiply and divide numbers mentally drawing upon known facts. Multiply numbers up to four digits by a one- or two-digit number using a formal written method, including long multiplication for 2-digit numbers. Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division, and a combination of these, including understanding the use of the equals sign. **Number: Fractions** Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to another and write mathematical statements greater than 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5) Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions e.g. 0.71 = 71/100 Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Number: Decimals and Percentages** Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems involving numbers up to three decimal places. Recognise the percent symbol (%) and understand the percent relates to 'number of parts per hundred' and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. **Measurement: Perimeter and Area** Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares) and including using standard units, cm2, m2, estimate the area of irregular shapes. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	**Geometry: Properties of Shape** Identify 3D shapes including cubes and other cuboids from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles. Draw given angles and measure them in degrees. Identify angles at a given point and one turn (360 degrees), angles at a point on a straight line and ½ a turn (total 180 degrees) other multiples of 90 degrees. **Geometry: Position and Direction** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed. **Number: Decimals** Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure e.g. kilometre to metre.), angles at a point on a straight line and ½ a turn (total 180 degrees) other multiples of 90 degrees. **Number: Negative Number** Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. **Measurement: Converting Units** Convert between different units of metric measure (for example, km and m, cm and m, cm and mm, g and kg, l and ml. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. **Measurement: Volume** Estimate volume (for example using 1cm3 blocks to build cuboids (including cubes) and capacity (for example, using water). Use all four operations to solve problems involving measure.	

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	involving simple rates.		

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Geography/History	**European Capitals (greater depth than Y3)** ***Prior Learn: Quiz on capitals, continents, mountains, rivers and landmarks: How many continents are there in the world? How many countries are there in Europe? What is the tallest mountain in Europe? Name some other European mountain ranges. What is the longest river in Europe? Can you name some other European rivers? Can you name some famous European landmarks?*** Know the position of the Greenwich Meridian Line. Revise latitude and longitude. How are they measured? Know the names of 8 European capital cities. Record them in a table. Use longitude and latitude to label 8 European countries on a map: United Kingdom, Germany, France, Ireland, Spain, Italy, Greece, Russia. Use an atlas to check predictions. Use the intercardinal points to describe the position of one city with another e.g. Paris is south-east of London. Read temperature charts for the capital cities. Use graphs to record the population of 8 European capital cities. Investigate what time it is in each country at the moment. ***Post Learn: What is the Greenwich Meridian and why is it so important? Can you recall the names of the 8 European capitals we explored? Temperatures of cities we have explored, Write a fact for two of our capital cities studied, If a country lies to the right of the Greenwich Meridian, does it have a later or earlier time than the UK?*** Maths Link – Creating and Interpreting graphs Time comparisons between capital cities Rounding populations to the nearest million	**World War 2** ***Prior Learn: Quiz on children's knowledge of WW2 - Why do countries go to war? (Link to Romans) What started WW2 and why? What countries were involved in WW2? How long did WW2 last? Why do we wear poppies? Who is Sir Tom Moore and what is he known for?*** Link to class novel Class Novel: Goodnight Mr Tom Explain why Britain declared war on Germany. 2nd Sep 1939 What did Germany want? Who did they blame for losing WW1? Explain what rationing was and why it was needed. Consider why the Battle of the Atlantic was such an important battle throughout the war, strategically and for the lives of civilians who needed food supplies. Consider the impact of geography upon the war. Look at the geography of western Europe and consider how this enabled Germany to invade so many countries What problem did this geography cause when British troops needed to be evacuated from Dunkirk June 1940? How did geography influence events at The Battle of Stalingrad 1942-3? Investigate what evacuation was and why it was needed. July -Oct 1940 Battle of Britain/Blitz. Who was sent away? Where were they sent? Who with? Describe who were the allies and the axis powers Dec 7, 1941, unexpected Japanese attack on Pearl Harbor led to America becoming an ally. Research what happened on D-Day. 6 June 1944 What was the effect of this victory? Plot the keydates of WW2 on a timeline. Groups research the events and give a presentation to justify which they think was the most significant. ***Post Learn: A summary of all 7 areas of learning: Why did Britain declare war on Germany? Why was the Battle of the Atlantic so important? What was rationing and why was it needed? Why was evacuation introduced? What was the Battle of Dunkirk and why was it a success? When and why did America become an ally? What happened on D-Day and what did it lead to?*** English Link - Write a diary extract as an evacuee	**World War 2 (Liverpool Command Centre)** ***Prior Learn:*** Class Novel: Goodnight Mr Tom Describe why the Battle of the Atlantic was so important throughout the entire war. (local visit to Western Approaches) Explain the roles of those who worked at the secret command centre (including the importance of mapping and coding) Investigate the other roles that women undertook during the war Explain how people in Liverpool were affected by the Blitz, including evacuation, rationing, grow your own, make-do and mend, air-raid shelters and destruction of areas. Revise the events that led to America joining the war.(Pearl Harbour) Explain when and why American soldiers were stationed in the local area Investigate what evidence there is of their time here and consider what effect their arrival had on local people. Explain what the Holocaust was and describe some events that happened. ***Post Learn: How did WW2 change the lives of people in Liverpool?*** English Link – Write a recount of the trip PSHE Link and World Holocaust Day **TRIP: WESTERN APROAC** **HES HQ**	**Anglo Saxons and Scots** ***Prior Learn: Why do people want to settle in other countries?*** Use a time line to show when the Anglo-Saxons were in England and the Scots arrived from Ireland Understand why, how and where they arrived from? Investigate how they lived? Farming, culture, religion Describe how the division of kingdoms led to the creation of some of our current county boundaries Identify sources for our knowledge about the Anglo-Saxons (Sutton Hoo) Describe how Britain changed between the end of Roman occupation and 1066. ***Post Learn: Non-chronological report (leaflet about Anglo Saxons and Scots)*** English Link - Create a leaflet about Anglo Saxons & Scots	**South or North American countries and their differences to the UK** ***Prior Learn: Use Menti.com for chn to answer questions about continents, countries and physical features.*** Research and identify well known landmarks in North and South America. Know the names of, and locate, a number of South American countries. Label South American countries on a map. How is the world split in to climate zones? Draw graphs to compare the average rainfall and temperature of three South American counties in different zones.. Track the progress of the Amazon river. . Include geographical information about the country. Draw own sketch map, using symbols and a key for tourists. Skill 7 ***Post Learn: Chn to produce an information leaflet, labelling the countries of SA and commenting on the physical features of the land*** English Link - Write an information leaflet to attract visitors to Chichen Itsa in Mexico, Christ the Redeemer in Brazil or Machu Pictu in Peru	**Early Islamic Civilization** ***Prior Learn: What ideas have 'old' civilizations left us with? (Legacy, Egyptians, Greeks, Romans)*** Use a timeline to show when the first civilisations appeared Use a map to show where the first civilisations occurred Describe key differences between life in Baghdad AD 900 and life in Britain at that time Identify sources for our knowledge about early Islamic civilisation Ask valid questions about the significance of key events—why did knowledge spread? Investigate what has been their influence and impact on the world? ***Post Learn: What achievement from this period of early Islam was important?***

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Science	**Forces** ***Prior Learn: What is a force? (Y3) Forces can cause objects to change what? (Y3) Which of the following is not a force? (Y3) If you roll a ball across the carpet, which force will cause it to slow down and then stop? (Y3) What is the law of magnetism? (Y3) Who is Sir Isaac Newton?*** Explore gravity Describe the life and work of Sir Isaac Newton. Examine the connection between air resistance and parachutes. Explore factors which effect an object's ability to resist water by predicting if an object will float or sink. Investigate the effects of friction on different surfaces. mechanisms – levers and pulleys and gears ***Post Learn*** Maths Link – Units of force English Link - NON FICTION LINK – BIOGRAPHY -Write a biography about Sir Issac Newton **Properties of Materials** ***Prior Learn: What does the word 'property' mean when discussing materials? Describe the properties of glass. Plastic and wood (Y1) Why is rubber used for a hot water bottle? Cotton for a t-shirt? (Y1) Which materials are absorbent and non-absorbent? Can you name a more 'modern' material that has been used to solve problems? (Y2)*** Explore properties of materials Explore thermal conductors and insulators Explore the hardness of materials Discover that materials are soluble in water Investigate the solubility of materials Explore how mixtures can be separated. ***Post Learn***	**Changes of Materials** ***Prior Learn: How can the properties of materials be changed? (Y2) What is a solution? Can you name any ways you can separate a solution? (Y4) What are the three states of matter? Can you draw a diagram to represent their structure? (Y4) Is it possible for materials to change state? How could you make this happen? Can you give an example? (Y4) What is evaporation? What is condensation? (Y4)*** Use evaporation to recover the solute from the solution Recognise and describe reversible changes Observe chemical reactions and describe how new materials are made Investigate rusting and burning reactions Investigate chemical reactions ***Post Learn: Think about our lesson where we mixed sugar (or salt) in water of different temperatures. After it was mixed, we couldn't see the solute (particles) anymore. What happened to the solute? Can you give any other examples of solutions? Would you describe this process as reversible or irreversible? Would you describe changing state as reversible or irreversible? Why? Give an example(s) to help you explain. What is the name given to reactions which are reversible? What is the name given to reactions which are irreversible?*** Maths Link – Drawing and interpreting tables and drawing graphs. English Link - NON FICTION - INSTRUCTIONS - Write a set of instructions to demonstrate a reversible change i.e. dissolving sugar	**Earth and Space** ***Prior Learn: How many planets are in our solar system? Can you name them? What orbits the Earth? What shape is the sun, moon, Earth and all of the planets? When our side of the earth is facing the sun, it is ? When our side of the earth is facing away, it is?*** Explore the solar system and its planets Understand the Heliocentric model of the solar system Explain the Earth's movement in space Explain the earth's rotation and night and day Explain movement of the moon Design a planet ***Post Learn*** Maths Link – comparing and ordering planet sizes English Link - NON FICTION – PERSUASION - Persuasion letter to IAU to reinstate Pluto as a primary planet.	**Animals Including Humans – The Human Life Cycle** ***Prior Learn: What do animals (including humans) need in order to grow? (Y1) Which of the following is NOT a stage in an animal's life cycle: birth, reproduction, feeding, death? (Y2) Different animals have different life spans. Approximately how long is the average human life span? Why is reproduction a necessary part of life? (Y3)*** Identify the stages of a mammal's life cycle Explore gestation periods of mammals Learn about foetal development Investigate the handspan of different children Learn about changes during puberty Describe the changes humans may experience during old age. ***Post Learn*** English Link - NON FICTION WRITING (Scientific enquiry link) – Write an explanation which compares the gestation of another mammal to a human. **Living Things & Their Habitats** ***Prior Learn: Animals can be categorised into five 'distinct groups. Can you name any of the groups? (Y1) What is reproduction and what is an example of reproduction? (Y2) What is a micro-habitat and can you give an example? (Y2) Can you describe the life cycle of a butterfly? (Y3) What is the difference between and vertebrate and invertebrate? (Y4)*** Understand the life processes of a plant Understand the life cycles of animals Compare the life cycles of insects and amphibians Understand the life cycle of birds and reptiles Know about the life and work of Jane Goodall and David Attenborough Research and present the life cycle of a creature. ***Post Learn*** English Link - NON FICTION - NON CHRON REPORT about Dame Jane Goodall and her work with wild chimpanzees	
Computing (Teach Computing)	**Online Safety** Identify a spam email Explain what to do with spam email	**Online Safety** Understand why they should cite a source	**Online Safety** Explain the rules for creating a strong password Create a strong password using a set of rules	**Online Safety** Know that not everything they see online is true	**Online Safety** Explain how to stay safe online	**Online Safety** Identify unsafe online behaviour
	Strategic Searching Online Find out information on the Internet using search engines Use a search engine effectively by refining the search term Know how to use Boolean operators to refine a search Identify what makes a website reliable and trustworthy **U**nderstand how search engines work Understand and explain what page ranking is Use SEO to improve a web page	**Coding with Scratch: Developing Games** Design and program a maze game Design and program the next level for a maze game Add a final level, further enhancing the code in a Maze Game. To add sound effects with a purpose Design and program a game within Scratch using Boolean operators Program costume changes for a sprite in a game. To add effects that enhance a game Add a point-scoring system to a game Add backdrop changes to a game	**Flowol** Draw and interpret a flowchart with the correct symbols Create and edit a flowchart to control a simulated device Control multiple outputs at the same time Use a decision symbol based on the status of an input Create a flowchart program containing a subroutine Design, write and a flowchart program for a given task	**Radio Station** Use software to create my own sounds by recording, editing and playing Combine audio effects to create an original radio jingle Research and plan digital content for a radio podcast Use software to create and present digital content for a radio podcast Design and record a persuasive radio advert for a product or service Present and evaluate audio content	**3D Modelling: Sketch Up** Draw 3D shapes Add detail to 3D drawings Add and manipulate 3D models Create a complex 3D models Create a 3D model with own design	**Using and Applying** Use search engines safely and effectively to research ideas Use and combine appropriate software to draw and design room plans and other features Use and combine software to present information in different ways ***unit to focus on creating an ultimate bedroom using Tinkercad**

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Spanish (Language Angels)	**Revise Phonetics *** **Animals** Recap vocabulary for animals from Year 3. Introduction of new animals and pets vocabulary. Use of "Tengo…" ("I have…") plus a pet and the connective "y" ("and") Learn how to use the negative structure "no tengo…" Link new language together and use the connective "pero" ("but") Learn the vocabulary for other animals that you might find at places other than the home.	**Nursery rhyme** Actively participate in two traditional nursery rhymes / songs in Spanish. Start to understand and decode more of the spoken/sung Spanish we hear. Memorising the lyrics for one nursery rhyme, song or film Cultural lesson on Christmas in Spain	**Talking about the weather** Learn the vocabulary for the different weather types. ¿Qué tiempo hace hoy? ('what is the weather like today?') Interpreting a weather map and creating your own. Role play: weather forecast Revisit free time here. Learn structures with "when" When it is hot.. I do… *(cuando hace calor juego al fútbol, cuando hace frío veo la televisión,…)*	**Clothes** Learning nouns and articles for items of clothing. Recapping colours and adjectival agreement Consolidate all the vocabulary for clothing. Introducing present tense AR verbs using "llevar" (to wear). Revisit weather and the use of "cuando". E.g. When it's cold I wear a coat - *Cuando hace frío llevo un abrigo*.	**Spanish Festivals and Culture** **La Tomatina** **(Tomato throwing festival)** **San Fermin** **(Bull Run)** Learning about what happens at each festival and being able to talk about it.	**Sports** **(Revisit sports from Year 3 and consolidate giving opinions)** Introduce the vocabulary for sports. Learn how to decode and breakdown language by looking out for cognates (words that are similar in Spanish and English). Introduce ten Spanish nouns (and their article) for sports. Creating longer sentences, giving opinions about which sports you like and don't like to practice, using opinion phrases + infinitives (*me gusta jugar / practicar… no me gusta jugar/practicar…)*
Music (Charanga)	**Melody and Harmony in Music** A melody (or a tune) is a group of notes played one after another. In music, 'melody' contrasts with 'harmony'. Harmony means notes which are played at the same time, like chords. Composers often think of a melody and then add harmony to it. Explore the voices that sing the melodies and the instruments used within the music in this unit to create the harmonies. Can you hear the difference?	**Sing and Play in Different Styles** Singing and playing in different styles with different grooves is part of being in a band or an ensemble. We learn about music from all around the world, too. In music, 'tempo' refers to the speed of the beat – or how fast or slow the music sounds. Sometimes tempos stay the same throughout a song, and sometimes they change. When you are singing and playing, explore the various tempos of the music in this unit.	**Composing and Chords** If we play three or more pitches together, we can create chords in music. Chords provide the basis for accompaniment in music. By using chords in compositions, we can create music that is really interesting. In this unit, you will create an accompaniment and the composition extension activities will help you to learn about chords.	**Enjoying Musical Styles** There are so many different, wonderful and interesting styles of music. Something that happens in music that makes it so interesting is 'texture'. 'Texture' refers to the layers of sound you hear in a piece of music. Texture can be the number of voices and instruments you hear at once. Styles of music have different textures. Explore how voices and instruments combine to create texture in music.	**Freedom to Improvise** Improvisation gives you the freedom to express yourself, to really go for it! When you improvise in this unit, why not use notes that lie further apart? An 'interval' in music refers to the distance between two pitches. Some notes lie right next to each other (stepping motion) while other notes lie further ap	**Battle of the Bands** Create a fun and confident performance with your choice of music and songs. You might perform in small groups and as a whole class. You might have your own band that wants to perform. You decide. Introduce your music professionally, and think about your audience and what they would like to see and hear. Don't forget to use the simple band parts.

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Art/DT	**Structures:** Bridges -Identify stronger and weaker shapes. -Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. Identify beam, arch and truss bridges and describe their differences. -Use triangles to create simple truss bridges that support a load (weight). -Cut beams to the correct size, using a cutting mat. Smooth down any rough cut edges with sandpaper. -Follow each stage of the truss bridge creation as instructed by their teacher. -Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. -Identify some areas for improvement, reinforcing their bridges as necessary.	**Drawing:** I need space -Understand and explain what retrofuturism is. -Participate in discussions and offer ideas. -Evaluate images using simple responses, sometimes using formal elements to extend ideas. -Provide plausible suggestions for how a piece was created. -Comfortably use different stimuli to draw from. -Use past knowledge and experience to explore a range of drawing processes. -Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. -Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. -Generate a clear composition idea for a final piece that shows how it will be drawn. -Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. -Demonstrate growing independence, discussing ways to improve work.	**Mechanisms:** Pop up book -Produce a suitable plan for each page of their book. -Produce the structure of the book. -Assemble the components necessary for all their structures/mechanisms. -Hide the mechanical elements with more layers using spacers where needed. -Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. -Use appropriate materials and captions to illustrate the story.	**Painting & Mixed Media:** Portraits -Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. -Try a variety of materials and compositions for the backgrounds of their drawings. -Communicate to their partner what kind of photo portrait they want. -Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. -Create a successful print. -Use some Art vocabulary to talk about and compare portraits. -Identify key facts using a website as a reference. -Explain their opinion of an artwork. -Experiment with materials and techniques when adapting their photo portraits. -Create a self-portrait that aims to represent something about them. -Show they have considered the effect created by their choice of materials and composition in their final piece.	**Food & Nutrition:** Developing a recipe -Describe the process of beef production. -Research a traditional recipe and make changes to it. -Add nutritional value to a recipe by selecting ingredients. -Prepare and cook a version of bolognese sauce.	**Craft & Design:** Architecture -Use basic shapes to place key features and form the composition, measuring to work out proportions. -Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. -Follow steps to create a print with clear lines, with some smudging. -Purposefully evaluate their work, demonstrating what went well and what could be improved. -Create a building design based on a theme or set purpose. -Draw a plan view or front elevation of their building, annotating the key features. -Discuss Hundertwasser's work and recognise his style. -Create a factual presentation about Hundertwasser in a visually pleasing way. -Show understanding of what a monument is for by designing a monument that symbolises a person or event. -Describe their monument and explain their choices. -Give constructive feedback to others about their monument designs.
	No Outsiders Lesson Outcome: to consider consequences.	No Outsiders Lesson Outcome: to justify my actions.	No Outsiders Lesson Outcome: to consider responses to racist behaviour.	No Outsiders Lesson Outcome: to recognise when someone needs help.	No Outsiders Lesson Outcome: to explore friendship.	No Outsiders Lesson Outcome: to exchange dialogue and express opinion.
PSHE	**Relationships** **Families and friendships** Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26 ECW (Orel) 2.1 ECW (OB) 4.1 **Safe relationships** Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29 ECW (OB) 4.2 **Respecting ourselves and others** Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33 **ANTIBULLYING WEEK: WC 13/11**		**Living in the Wider World** **Belonging to a community** Protecting the environment; compassion towards others PoS Refs: L4, L5, L19 ECW (Orel) 2.3 **Media literacy and Digital resilience** How information online is targeted; different media types, their role and impact PoS Refs: L12, L14 **Money and Work Identifying job interests and aspirations;** What influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32 ECW (HWL) 6.3		**Health and Well-being** **Physical health and Mental wellbeing** Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies PoS Refs: H8, H9, H10, H12 **Growing and changing** Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27 **Keeping safe** Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45 SRE Link– Personal Hygiene ECW (HWL) 6.2	
RE (Lancashire)	**Christianity God** Why is it sometimes difficult to do the right thing? Sin Adam & Eve's disobedience Temptation and morality	**Islam** Why is the Qur'an so important to Muslims? The Qur'an The Night of Power	**Hindu dharma** What might Hindu's learn from stories about Krishna? Krishna Holi	**Christianity Jesus** What do we mean by a miracle? Miracles of Jesus Pilgrimage	**Christianity Church** How do people decide what to believe? The Trinity Use of symbols and metaphors The Worldwide Church	**Judaism** Do people need laws to guide them? The Torah The Synagogue English Link - Non-chronological report-what guidance do religious texts offer for how to live your lives **TRIP: ALLERTON SYNAGOGUE**

Year 5 Long Term Planning 2024/25

PE (Sports 4 Kids)	**Football** Find methods to dribble past an opponent Pass over a longer distance Turning under pressure from a defender (back to defender) Use different types of tackling in a game Practise shooting techniques from increasing distance Develop attacking and defending formations **Indoor Athletics** Sprint technique to be refined Develop strategies when running long distances Practise/re-visit long jump and sergeant jumping Develop techniques for: throwing (javelin, shot put), hurdling at pace and relay strategies.	**Hockey** Find methods to dribble past an opponent Pass over a longer distance Turning under pressure from a defence Use different types of tackling in a game Practise shooting techniques from increasing distance Develop attacking formations **African Dance** Creative movement Group formations Fluency Timing to stimuli Responding to a partner Self and peer evaluation to improve **Swimming (For anyone not able to yet complete their 25 meters)** Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively (e.g. front crawl, back stroke and breaststroke) Performs safe self-rescue in different water- based situations	**Gymnastics** Mirroring/matching with a partner on apparatus Contrast movements with a partner using apparatus Introduce leaps/hops/spins/twists into sequences Use symmetry with a partner in sequence Create a group sequence **Tag Rugby** Increase foot speed and footwork ability Ensure pass selection, whilst under pressure, is accurate Strategies chosen on how to progress through tackles (taking tags) Work on pace of reaction to reform the V shape when attacking and the line when defending Vary kicking techniques (kick from a tee and dropkicking) Positioning when defending and attacking to be rigid and organised.	**Tennis** Demonstrate various types of tennis shots Improve service technique Focus on forehand and backhand technique Improve and focus on volley technique Improve shot selection decision making Improve match play strategy when under pressure **Netball**	**Cricket** Develop catching techniques, especially over long distances Develop front foot and square cut techniques Demonstrate composure when running under pressure Understand the role of a wicket keeper Learn strategies to stop the ball in the field and return to bowler **Outdoor Activities** Develop strong listening skills Use and interpret maps accurately and quickly Think activities through and problem solve using prior knowledge Choose and apply strategies to solve problems Discuss and work with others in a group Demonstrate an understanding of how to stay safe Learn scoring and methods of being ‘out’	**Rounders** Catching Techniques (Long Distance) Front Foot and Square Cut Running under pressure Understand the roll of the Backstop Stopping the ball in the field Scoring and methods of being 'out' **Athletics** Sprint technique to be refined Develop strategies when running long distances Practise/re-visit long jump and sergeant jumping Develop techniques for: throwing (javelin, shot put), hurdling at pace and relay strategies.