CREATIVE CURRICULUM MEDIUM TERM PLAN YEAR 5

TERM	Pharaohs	Stargazers	Peasants, Princes and Pestilence	Beast Creator	Scream Machine	Hola Mexico
SCIENCE	• compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • demonstrate that dissolving, mixing and changes of state are reversible changes • 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.	• describe the movement of the Earth, and other planets, relative to the Sun in the solar system • describe the movement of the Moon relative to the Earth • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	• describe the changes as humans develop to old age	• describe the life process of reproduction in some plants and animals • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them (addition)
	INVESTIGATION: Whether natron will help preserve a fresh tomato. **SCIENTIFIC ENQUIRY** Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions Look for different causal relationships in their data and identify evidence that refutes or supports their ideas Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.	**INVESTIGATION: How our shadows change during the day** **SCIENTIFIC ENQUIRY** Use their science experiences to explore ideas and raise different kinds of questions Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions Recognise which secondary sources will be most useful to re-search their ideas and begin to separate opinion from fact Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Identify scientific evidence that has been used to support or refute ideas or arguments Use their results to make predictions and identify when further observations, comparative and fair tests might be needed	**INVESTIGATION: How is bacteria spread?** **SCIENTIFIC ENQUIRY** Use their science experiences to explore ideas and raise different kinds of questions Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Use their results to make predictions and identify when further observations, comparative and fair tests might be needed	**INVESTIGATION: What habitat do woodlice prefer?** **SCIENTIFIC ENQUIRY** Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions Make their own decisions about what observations to make, what measurements to use and how long to make them for Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, Use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results Use their results to make predictions and identify when further observations, comparative and fair tests might be needed	**INVESTIGATION: How does surface type affect friction?** **SCIENTIFIC ENQUIRY** Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions Make their own decisions about what observations to make, what measurements to use and how long to make them for Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, Use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results Use their results to make predictions and identify when further observations, comparative and fair tests might be needed	**INVESTIGATION: How our shadows change during the day** **SCIENTIFIC ENQUIRY** Use their science experiences to explore ideas and raise different kinds of questions Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions Recognise which secondary sources will be most useful to re-search their ideas and begin to separate opinion from fact Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Identify scientific evidence that has been used to support or refute ideas or arguments Use their results to make predictions and identify when further observations, comparative and fair tests might be needed

COMPUTING	**Computing Systems and Networks – Sharing Information.** To explain that computers can be connected together to form systems ●I can explain that systems are built using a number of parts ●I can describe that a computer system features inputs, processes, and outputs ●I can explain that computer systems communicate with other devices To recognise the role of computer systems in our lives ●I can identify tasks that are managed by computer systems ●I can identify the human elements of a computer system ●I can explain the benefits of a given computer system To recognise how information is transferred over the internet ●I can recognise that data is transferred using agreed methods ●I can explain that networked digital devices have unique addresses ●I can explain that data is transferred over networks in packets To explain how sharing information online lets people in different places work together ●I can recognise that connected digital devices can allow us to access shared files stored online ●I can send information over the internet in different ways ●I can explain that the internet allows different media to be shared To contribute to a shared project online ●I can suggest strategies to ensure successful group work ●I can make thoughtful suggestions on my group's work ●I can compare working online with working offline To evaluate different ways of working together online ●I can identify different ways of working together online ●I can recognise that working together on the internet can be public or private ●I can explain how the internet enables effective collaboration	**Data and Information – Flat file Databases** To use a form to record information ●I can create multiple questions about the same field ●I can explain how information can be recorded ●I can order, sort, and group my data cards To compare paper and computer-based databases ●I can navigate a flat-file database to compare different views of information ●I can explain what a 'field' and a 'record' is in a database ●I can choose which field to sort data by to answer a given question To outline how grouping and then sorting data allows us to answer questions ●I can explain how information can be grouped ●I can group information to answer questions ●I can combine grouping and sorting to answer more specific questions To explain that tools can be used to select specific data ●I can choose which field and value are required to answer a given question ●I can outline how 'AND' and 'OR' can be used to refine data selection ●I can choose multiple criteria to answer a given question To explain that computer programs can be used to compare data visually ●I can select an appropriate chart to visually compare data ●I can refine a chart by selecting a particular filter ●I can explain the benefits of using a computer to create graphs To apply my knowledge of a database to ask and answer real-world questions ●I can ask questions that will need more than one field to answer ●I can refine a search in a real-world context ●I can present my findings to a group	**Creating Media – Video editing** To explain what makes a video effective ●I can explain that video is a visual media format ●I can identify features of videos ●I can compare features in different videos To use a digital device to record video ●I can identify and find features on a digital video recording device ●I can experiment with different camera angles ●I can make use of a microphone To capture video using a range of techniques ●I can suggest filming techniques for a given purpose ●I can capture video using a range of filming techniques ●I can review how effective my video is To create a storyboard ●I can outline the scenes of my video ●I can decide which filming techniques I will use ●I can create and save video content To identify that video can be improved through reshooting and editing ●I can store, retrieve, and export my recording to a computer ●I can explain how to improve a video by reshooting and editing ●I can select the correct tools to make edits to my video To consider the impact of the choices made when making and sharing a video ●I can make edits to my video and improve the final outcome ●I can recognise that my choices when making a video will impact the quality of the final outcome ●I can evaluate my video and share my opinions	**Creating Media – Vector Drawing** To identify that drawing tools can be used to produce different outcomes ●I can recognise that vector drawings are made using shapes ●I can experiment with the shape and line tools ●I can discuss how vector drawings are different from paper-based drawings To create a vector drawing by combining shapes ●I can identify the shapes used to make a vector drawing ●I can explain that each element added to a vector drawing is an object ●I can move, resize, and rotate objects I have duplicated To use tools to achieve a desired effect ●I can use the zoom tool to help me add detail to my drawings ●I can explain how alignment grids and resize handles can be used to improve consistency ●I can modify objects to create a new image To recognise that vector drawings consist of layers ●I can identify that each added object creates a new layer in the drawing ●I can change the order of layers in a vector drawing ●I can use layering to create an image To group objects to make them easier to work with ●I can copy part of a drawing by duplicating several objects ●I can recognise when I need to group and ungroup objects ●I can reuse a group of objects to further develop my vector drawing To apply what I have learned about vector drawings ●I can create a vector drawing for a specific purpose ●I can reflect on the skills I have used and why I have used them ●I can compare vector drawings to freehand paint drawings	**Programming A – Selection in Physical Computing** To control a simple circuit connected to a computer ●I can create a simple circuit and connect it to a microcontroller ●I can program a microcontroller to make an LED switch on ●I can explain what an infinite loop does To write a program that includes count-controlled loops ●I can connect more than one output component to a microcontroller ●I can use a count-controlled loop to control outputs ●I can design sequences that use count-controlled loops To explain that a loop can stop when a condition is met ●I can explain that a condition is either true or false ●I can design a conditional loop ●I can program a microcontroller to respond to an input To explain that a loop can be used to repeatedly check whether a condition has been met ●I can explain that a condition being met can start an action ●I can identify a condition and an action in my project ●I can use selection (an 'if…then…' statement) to direct the flow of a program To design a physical project that includes selection ●I can identify a real-world example of a condition starting an action ●I can describe what my project will do ●I can create a detailed drawing of my project To create a program that controls a physical computing project ●I can write an algorithm that describes what my model will do ●I can use selection to produce an intended outcome ●I can test and debug my project	**Programming B – Selection in Quizzes** To explain how selection is used in computer programs ●I can recall how conditions are used in selection ●I can identify conditions in a program ●I can modify a condition in a program To relate that a conditional statement connects a condition to an outcome ●I can use selection in an infinite loop to check a condition ●I can identify the condition and outcomes in an 'if… then… else…' statement ●I can create a program that uses selection to produce different outcomes To explain how selection directs the flow of a program ●I can explain that program flow can branch according to a condition ●I can design the flow of a program that contains 'if… then… else…' ●I can show that a condition can direct program flow in one of two ways To design a program that uses selection ●I can outline a given task ●I can use a design format to outline my project ●I can identify the outcome of user input in an algorithm To create a program that uses selection ●I can implement my algorithm to create the first section of my program ●I can test my program ●I can share my program with others To evaluate my program ●I can identify ways the program could be improved ●I can identify the setup code I need in my program ●I can extend my program further

HISTORY	SUBSTANTIVE KNOWLEGDE	**NC** Learn about the achievements of the earliest civilisations-an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt Name significant people and events **CORE KNOWLEDGE** **Develop children's knowledge of ancient Egypt. Teach children about life on the Nile, the great pyramids and the powerful rule of the ancient pharaohs.** The characteristics of ancient civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC.	**NC** Name significant people and events **CORE KNOWLEDGE** **Significant individuals – Galileo Galilei, Isaac Newton; Catherine Johnson 1960s space race** Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.	**NC** Study an aspect or theme in British History that extends pupils chronological knowledge beyond 1066 **CORE KNOWLEDGE** **Develop children's knowledge of 14th century England. Children learn about life in medieval times, including the effects and impact of the Black Death.** Key aspects of British history include the rise, fall and actions of the monarchy; improvements in technology; exploration; disease; the lives of the rich and poor and changes in everyday life. Beliefs can prompt an individual to take action, such as to fight for change, fight wars, oppress or free individuals or groups of people, create temples and tombs or protest against injustice. Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from c4500 BC to c1900 BC and the ancient Egyptians from c3100 BC to 30 BC. The characteristics of past civilisations include cities, rule and government, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and set social structures. Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today. Sources of historical information can have varying degrees of accuracy, depending on who wrote them, when they were written and the perspective of the writer.		**NC** Develop an increasingly secure chronological knowledge and understanding of history, local, British and World. **CORE KNOWLEDGE** **Local history study of the steel industry** Aspects of history are significant because they had an impact on a vast number of people, are remembered and commemorated or influence the way we live today.	**NC** a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300. **CORE KNOWLEDGE** **Teach children about the ancient Mayan civilisation and how their environment, beliefs, architecture and mathematical knowledge made the Maya one of the most sophisticated ancient civilisations.** The characteristics of the earliest civilisations include cities, governments, forms of writing, numerical systems, calendars, architecture, art, religion, inventions and social structures, many of which have influenced the world over the last 5000 years and can still be seen in society today.
	SUBSTANTIVE CONCEPTS (transferrable knowledge)	Develop and use a wide vocabulary of historical terms such as; civilisation, ancient, wealthy, artefacts, sacred, scribe, discovery, significance, archaeologist, hierarchy and symbolise.	Develop and use a wide vocabulary of historical terms such as, international, president, explorer, segregation, justice	Develop and use a wide vocabulary of historical terms such as; peasantry, civilisation, treason, empire, hierarchy, rebellion and revolt. bishop, chivalry, famine, merchant, noble, parliament, plague, medieval, century, justice		Develop and use a wide vocabulary of historical terms such as; mining, significant, industry, discovery.	Develop and use a wide vocabulary of historical terms such as; ancient, empire, civilisation, parliament, peasantry, tradition, conquest, continuity, discovery, interpretation, invasion, symbolise, nation, significance and sacrifice.
	DISCIPLINARY KNOWLEDGE (how historians construct knowledge of the past)	<u>Chronology</u> Develop increasingly secure chronological knowledge and understanding of world history Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past <u>Historical enquiry</u> Select sources independently Analyse a range of source material to promote evidence about the past <u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did <u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods <u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others	<u>Chronology</u> Put events, people, places and artefacts on a timeline. Use correct terminology to describe events in the past <u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history. Select sources independently. Construct and organise response by selecting and organising relevant historical data. <u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this. <u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies. <u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did <u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods <u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others	<u>Chronology</u> Put events, people, places and artefacts on a timeline Use correct terminology to describe events in the past <u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history. <u>Continuity and Change</u> Describe and begin to make links between main events, situations and changes within and across different periods and societies. <u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did <u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods <u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others			<u>Historical Enquiry</u> Devise, ask and answer more complex questions about the past, considering key concepts in history <u>Interpreting History</u> Understand that the past is represented and interpreted in different ways and give reasons for this. <u>Causes and Consequences</u> Begin to offer explanations about why people in the past acted as they did <u>Similarities and differences</u> Show understanding of some of the similarities and differences between different periods <u>Significance</u> Give reasons why some events, people or developments are seen as more significant than others

GEOGRAPHY	name and locate the world's seven continents and five oceans locate the world's countries, concentrating on their environmental regions (population, climate, animals, vegetation, from maps and atlases identify the position and significance Equator, Northern Hemisphere, Southern Hemisphere and Arctic and Antarctic Circle describe and understand key aspects of physical geography, including: climate zones and the effects of climate change Use 8 figure compass and 6 figure grid reference accurately	locate the world's countries, concentrating on their environmental regions (population, climate, animals, vegetation, from maps and atlases	describe and understand key aspects of human geography including types of settlement Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Identify the position and significance of lines of longitude & latitude Use 8 figure compass and 6 figure grid reference accurately	Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Name and locate cities of the United Kingdom. Locate local cities/features: Darlington, Stockton, Durham, River Tees labelling key geographical features.	Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
RE	**U2.1 Why do some people believe God exists?** Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1).	**U2.1 Why do some people believe God exists?** Give several examples to show how believing in God can affect people's lives differently Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging Express their own ideas about theism, atheism and agnosticism. Suggest answers to some of the Big Questions about the existence of God Consider reasons that people might believe or not believe in God Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas consider how facts, beliefs and opinions come about and how they are interpreted. respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas.	**U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty first century?** Outline Jesus' teaching on how his followers should live (A2). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).	**U2.2 What would Jesus do? Can people live by the values of Jesus in the twenty first century?** Describe Jesus' teaching on how his followers should live. Describe the 'mission' of Jesus and give examples of how this might mean Christians should live Interpret the widows offering and the story of Zaccheus saying what they show Christians about how they should handle wealth Describe some of Jesus' stories, teachings and example to show why he saw forgiveness as so important. Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today. Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times, Give examples of how following the example of Jesus might have on Christians and other communities Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.	**U2.4 If God is everywhere, why go to a place of worship?** Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of people in a place of worship, rather than the place itself (C1). Describe and explain differences within Anglican and Baptist churches Make links between Christian beliefs and features of these places of worship. Describe differences between worship in the home and at the mandir Describe the differences between different Jewish synagogues. Make links between Jewish beliefs and features of Jewish places of worship. Describe what places of worship are for Describe what people from different religions would say the most important function of their place of worship is Make links between Hindu beliefs and worship. Give examples of how places of worship are helpful to believers in difficult times Explain how and some people see the place of worship as being more about the people than the building	**U2.6 What does it mean to be a Muslim in Britain today?** Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1). Make links between Muslim practice of the five pillars and Muslim beliefs about God Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad Describe and reflect on how the Qur'an is significant to Muslims Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim Identify and explain connections between the main functions of the Mosque and Muslim beliefs

ART AND DESIGN	Children will create: A sculpture of a cartouche	Children will create:	Children will create:	Children will create: Printing designs in the style of Andy Warhol's 'flowers'	Children will create:	Children will create: Drawing self-portraits in the style of Frida Kahlo
	Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. **Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.** **Use recycled, natural and manmade materials to create sculpture. Plan a sculpture through drawing and other preparatory work. Develop skills in using clay inc. slabs, coils, slips, etc. Make a mould and use plaster safely. Create sculpture and constructions with increasing independence.**			**Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.** **Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.** **Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Be familiar with layering prints. Be confident with printing on paper and fabric. Alter and modify work. Work relatively independently.**		**Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.** **Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further.** **Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.**
	KNOWEDGE OF ARTWORKS AND ARTISTS Clay sculptures – Honor Freeman, Betty Woodman, Peter Voulkos and Jun Kaneko	**KNOWEDGE OF ARTWORKS AND ARTISTS**	**KNOWEDGE OF ARTWORKS AND ARTISTS**	**KNOWEDGE OF ARTWORKS AND ARTISTS** Colour and printing – Andy Warhol, Annu Kilpelainen, Peter Dayton, Sarah Morriss	**KNOWEDGE OF ARTWORKS AND ARTISTS**	**KNOWEDGE OF ARTWORKS AND ARTISTS** Self portraits – Frida Kahlo, Sofonisba Anguissola, Barkley L Hendricks, Chuck Close, Lois Mailou Jones, Raphael

D&T			**PROJECT: Make a bird shelter for the secret garden**		**PROJECT: Make a carousel for younger children**	**PROJECT: Make fajitas for themselves / family**
			Prior learning • Experience of using measuring, marking out, cutting, joining, shaping and finishing techniques with construction materials. • Basic understanding of what structures are and how they can be made stronger, stiffer and more stable. Designing • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. Making • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. Evaluating • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures. Technical knowledge and understanding • Understand how to strengthen, stiffen and reinforce 3-D frameworks. • Know and use technical vocabulary relevant to the project. 2		**Prior learning** • Experience of axles, axle holders and wheels that are fixed or free moving. • Basic understanding of electrical circuits, simple switches and components. • Experience of cutting and joining techniques with a range of materials including card, plastic and wood. • An understanding of how to strengthen and stiffen structures. **Designing** • Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. • Develop a simple design specification to guide their thinking. • Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. **Making** • Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. • Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** • Compare the final product to the original design specification. • Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. • Consider the views of others to improve their work. • Investigate famous manufacturing and engineering companies relevant to the project. **Technical knowledge and understanding** • Understand that mechanical and electrical systems have an input, process and an output. • Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. • Know and use technical vocabulary relevant to the project.	**Prior learning** • Have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • Be able to use appropriate equipment and utensils, and apply a range of techniques for measuring out, preparing and combining ingredients. **Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.

MFL	**Feeling Unwell / Jungle Animals** I can remember parts of the body and explain why I don't feel well or what hurts I can take part in a roleplay at the doctors I can understand and name jungle animals in French I can understand adjectives to describe jungle animals I can write a sentence using a noun, verb and adjectives to describe a jungle animal I can write my own jungle explorers story	**Summer Time** I can say types of weather I can remember weather phrases I can play games with weather phrases I can say flavours of ice creams I can pronounce flavours and spot sounds in the flavours I can create my perfect ice cream	**My School, My Subjects** 1) I can introduce myself with simple sentences 2) I can explain in more detail about how I am feeling 3) I can say some important things about myself and somebody else 4) I can name school subjects in French 5) I can give my opinion about school subjects	**Time in the City** 1) I can explore a city in France 2) I can ask politely for an entrance ticket in French 3) I can give directions in French 4) I can understand and give simple information about a city 5) I can understand prices and nouns for presents 6) I can design and describe a Christmas jumper	**Healthy Eating – Going to the Market** 1) I can say fruits and vegetables 2) I can use fruits and vegetables in simple dialogue 3) I can understand fruit and vegetables in written text 4) I can follow a simple story 5) I can read instructions for a recipe	**Clothes, Colours, Fashion show** 1) I can say and write a simple descriptive sentence 2) I can listen to and repeat nouns for clothing 3) I can remember and name nouns for clothing 4) I can read descriptive sentences with nouns and colour adjectives 5) I can read and write descriptive sentences
MUSIC	**<u>1 – Listen & Appraise: Livin' On A Prayer (Rock)</u>** The children can: ● Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. ● Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard. ● Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. **<u>2 – Musical Activities using glocks and/or recorders</u>** **Most children can:** complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. **Warm-up Games**: Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: G. Silver Challenge: G + A and reading notes. Gold Challenge: G, A + B and reading notes. **Singing** in unison. **Play instrumental parts** accurately and in time as part of the performance. The easy part G, A + B by ear and from notation. The medium part D, E, F sharp + G by ear and from notation. **Improvise** in the lessons and as part of the performance. Bronze Challenge: G. Silver Challenge: G + A. Gold Challenge: G, A + B. **Compose** a melody using simple rhythms and use as part of the performance. Using the notes: G, A + B. Using the notes: G, A, B, D + E (pentatonic scale). **<u>3 – Perform & Share</u>** Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	**<u>1 – Listen & Appraise: The Three Note Bossa & Five Note Swing</u>** The children can: ● Identify the structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead. ● Identify the structure: (Five note Swing): 8-bar intro, 8-bar tune repeated, middle 8, lead, lead. ● Identify instruments/voices: Piano, bass, drums, glockenspiel. **<u>2 – Musical Activities using glocks and/or recorders</u>** **The children can play instrumental parts** with the music by ear using the notes G, A + B and D, E, G, A + B. **Improvise** in a Bossa Nova style using the notes: G, A + B. **Improvise** in a swing style using the notes: D + E. D, E, G. D, E, G, A + B. **<u>3 – Perform & Share</u>** Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	**<u>1 – Listen & Appraise: Make You Feel My Love (Pop)</u>** **Structure:** Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. **Identify the instruments/voices:** Strings, piano, guitar, bass, drums. **Can you find the pulse as you are listening?** Is the tempo fast, slow or inbetween? Dynamics? Texture? **<u>2 – Musical Activities using glocks and/or recorders</u>** **Most children can** complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. **Warm-up Games** Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: C. Silver Challenge: C + D and reading notes. Gold Challenge: C, D + E and reading notes. **Singing in unison**. **Play instrumental parts** accurately and in time as part of the performance. The easy part C, D + E by ear and from notation. The medium part C, D, E, F + G by ear and from notation. **Improvise** in the lessons and as part of the performance. Bronze Challenge: C. Silver Challenge: C + D. Gold Challenge: C, D + E. **Compose** a melody using simple rhythms and use as part of the performance. Using the notes: C, D + E. Using the notes: C, D, E, F + G **<u>3 – Perform & Share</u>** Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	**<u>1 – Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop)</u>** The children can ● Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending ● Identify the instruments/voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. ● Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. **<u>2 – Musical Activities using glocks and/or recorders</u>** **Most children can** complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. **Warm-up Games** Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: D. Silver Challenge: D + E and reading notes. Gold Challenge: D, E + F and reading notes. **Singing/rapping.** **Play instrumental parts** accurately and in time as part of the performance. The easy part: D + A by ear and from notation. The medium part: G + A by ear and from notation. The harder part: C, D, E, F, G, A by ear and from notation. **Improvise** in the lessons and as part of the performance. Bronze Challenge: D. Silver Challenge: D + E. Gold Challenge: D, E + F. **Compose** a melody using simple rhythms and use as part of the performance. Using the notes: D, E + F. Using the notes: D, E, F, G + A. **<u>3 – Perform & Share</u>** Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	**<u>1 – Listen & Appraise: Dancing In The Street (Motown)</u>** The children can ● Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. ● Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). ● Find the pulse whilst listening. Others will identify changes in tempo, dynamics and texture. **<u>2 – Musical Activities using glocks and/or recorders</u>** **Most children can** complete the Bronze and Silver Challenges. Some will complete the Gold if working at greater depth. **Warm-up Games** Rhythm and Pitch Copy Back, and Question and Answer. Bronze Challenge: F. Silver Challenge: F + G and reading notes. Gold Challenge: F, G + A and reading notes. **Singing** in two parts. **Play instrumental parts** accurately and in time as part of the performance. The easy part: G by ear and from notation. The medium part: G + A by ear and from notation. The harder part: F, G , A, + D by ear and from notation. **Improvise** in the lessons and as part of the performance. Bronze Challenge: D. Silver Challenge: D + E. Gold Challenge: D, E + F **Compose** a melody using simple rhythms and use as part of the performance. Using the notes: C, D, + E. Using the notes: C, D E, F + G. **<u>3 – Perform & Share</u>** Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition. Record the performance and discuss their thoughts and feelings towards it afterwards. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Discuss and talk musically about it. What went well? What could have been better?	**<u>Reflect, Rewind and Replay</u>** Consolidation of the Y4 music curriculum.

RSHE	**Being Me in My World** In this Puzzle (unit), the children think and plan for the year ahead, goals they could set for themselves as well as the challenges they may face. They explore their rights and responsibilities as a member of their class, school, wider community and the country they live in. The children learn about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also learn about democracy, how it benefits the school and how they can contribute towards it. They revisit the Jigsaw Charter and set up their Jigsaw Journals. • **Understand how democracy and having a voice benefits the school community** • **Understand how to contribute towards the democratic process** • **Understand the rights and responsibilities associated with being a citizen in the wider community and their country** • Know how to face new challenges positively • Understand how to set personal goals • Know how an individual's behaviour can affect a group and the consequences of this • **Empathy for people whose lives are different from their own** • **Consider their own actions and the effect they have on themselves and others** • **Be able to work as part of a group, listening and contributing effectively** • Be able to identify what they value most about school • Identify hopes for the school year • Understand why the school community benefits from a Learning Charter • Be able to help friends make positive choices • Know how to regulate my emotions	**Celebrating Difference Puzzle** In this Puzzle (unit), the children explore culture and cultural differences. They link this to racism, debating what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. The children learn that there are direct and indirect ways of bullying as well as ways to encourage children to not using bullying behaviours. The children consider happiness regardless of material wealth and respecting other people's cultures • **Know external forms of support in regard to bullying e.g. Childline** • **Know that bullying can be direct and indirect** • **Know what racism is and why it is unacceptable** • **Know what culture means** • Know that differences in culture can sometimes be a source of conflict • Know that rumour-spreading is a form of bullying online and offline • Know how their life is different from the lives of children in the developing world • **Appreciate the value of happiness regardless of material wealth** • **Identify their own culture and different cultures within their class community** • **Identify their own attitudes about people from different faith and cultural backgrounds** • **Develop respect for cultures different from their own** • Identify a range of strategies for managing their own feelings in bullying situations • Identify some strategies to encourage children who use bullying behaviours to make other choices • Be able to support children who are being bullied	**Dreams and Goals Puzzle** In this Puzzle, the children share their dreams and goals and how they might need money to help them achieve them. They consider jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. The children look as the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. • **Know about a range of jobs that are carried out by people I know** • **Know the types of job they might like to do when they are older** • **Know that young people from different cultures may have different dreams and goals** • Know that they will need money to help them to achieve some of their dreams • Know that different jobs pay more money than others • Know that communicating with someone from a different culture means that they can learn from them and vice versa • Know ways that they can support young people in their own culture and abroad • **Verbalise what they would like their life to be like when they are grown up** • **Appreciate the contributions made by people in different jobs** • **Reflect on the differences between their own learning goals and those of someone from a different culture** • **Appreciate the differences between themselves and someone from a different culture** • Understand why they are motivated to make a positive contribution to supporting others • Appreciate the opportunities learning and education can give them	**Healthy Me Puzzle** In this Puzzle, the children investigate the risks associated with smoking and how it affects the lungs, liver and heart. Likewise, they learn about the risks associated with alcohol misuse. They are taught a range of basic first aid and emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. The children investigate how body types are portrayed in the media, social media and celebrity culture. They also learn about eating disorders and people's relationships with food and how this can be linked to negative body image pressures. • **Know basic emergency procedures, including the recovery position** • Know the health risks of smoking • Know how smoking tobacco affects the lungs, liver and heart • **Know how to get help in emergency situations** • **Know that the media, social media and celebrity culture promotes certain body types** • **Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure** • Know some of the risks linked to misusing alcohol, including antisocial behaviour • Know what makes a healthy lifestyle • **Respect and value their own bodies** • **Can reflect on their own body image and know how important it is that this is positive** • **Recognise strategies for resisting pressure** • **Can identify ways to keep themselves calm in an emergency** • Can make informed decisions about whether or not they choose to smoke when they are older • Can make informed decisions about whether they choose to drink alcohol when they are older • Accept and respect themselves for who they are • Be motivated to keep themselves healthy and happy	**Relationships Puzzle** Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as offline, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/social media contexts including gaming and social networking. They learn about age-limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. This Puzzle aims to help children to be more discerning when viewing anything online or on social media. • **Know that there are rights and responsibilities in an online community or social network** • **Know that there are rights and responsibilities when playing a game online** • **Know that too much screen time isn't healthy** • **Know how to stay safe when using technology to communicate with friends** • Know that a personality is made up of many different characteristics, qualities and attributes • Know that belonging to an online community can have positive and negative consequences • Can suggest strategies for building self-esteem of themselves and others • **Can identify when an online community/social media group feels risky, uncomfortable, or unsafe** • Can suggest strategies for staying safe online/ social media • **Can say how to report unsafe online/social network activity** • **Can identify when an online game is safe or unsafe** • Can suggest ways to monitor and reduce screen time • **Can suggest strategies for managing unhelpful pressures online or in social networks**	**Changing Me Puzzle** In this Puzzle, the children revisit self-esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Children are encouraged to ask questions and seek clarification about anything they don't understand. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc. • **Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally** • **Know that becoming a teenager involves various changes and also brings growing responsibility** • Know what perception means and that perceptions can be right or wrong • **Can celebrate what they like about their own and others' self-image and body image** • **Can suggest ways to boost self-esteem of self and others** • **Recognise that puberty is a natural process that happens to everybody and that it will be OK for them** • **Can ask questions about puberty to seek clarification** • Can express how they feel about becoming a teenager • Can say who they can talk to if concerned about puberty or becoming a teenager/adult

PE	**Invasion Games/ Tag Rugby** Display an understanding of fair play, working well with others & participating in a medium sized group Defend & attack tactically by anticipating the direction of play Utilise new skills in competitive situations, as an individual or part of a team	**Gymnastics** Create complex & well executed sequences containing a variety of gymnastic components Displays understanding of fair play, working well being in a medium sized group Uses knowledge of the body & exercise to improve various fitness components	**Dance** Compose creative and imaginative dance sequences with a clear stimulus Utilise new skills in competitive situations, as an individual or part of a team Uses knowledge of the body & exercise to improve various fitness components	**Cricket** Field, bat, defend and attack tactically by anticipating the direction of play Display an understanding of fair play, working well with others & participating in a medium sized group Utilise new skills in competitive situations, as an individual or part of a team Display an understanding of fair play, working well with others and officiating groups.	**Orienteering** Displays simple map reading knowledge and the ability to take the lead Can follow a complex trail as part of a group and display good communication skills Utilise new skills in competitive situations, as an individual or part of a team	**Athletics** Utilise knowledge of technique to perform at an optimum level in different types of throw, jump and run Uses knowledge of the relationship between the body and exercise to improve various fitness components Utilise new skills in competitive situations, as an individual or part of a team