

YEAR <b>5</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>History</b>	<p style="text-align: center;"><b>Saxons &amp; Vikings</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</li> <li>2. How well did the Anglo-Saxons and Vikings get on with each other?</li> <li>3. What was life really like in Anglo-Saxon and Viking Britain?</li> <li>4. What did the Anglo-Saxons and Vikings leave behind?</li> <li>5. to construct informed responses.</li> <li>6. to develop the appropriate use of historical terms.</li> <li>7. to regularly address and sometimes devise historically valid questions.</li> <li>8. to describe/make links between main events, situations and changes within and across different periods/societies.</li> <li>9. to describe social, cultural and religious diversity in Britain.</li> </ol>	<p style="text-align: center;"><b>The Maya</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. Where and when did the Maya live?</li> <li>2. What was Maya writing like?</li> <li>3. How did the Maya tell the time?</li> <li>4. What numbers did the Maya use in Maths?</li> <li>5. Did the Maya play football like us?</li> <li>6. How do we know about the Maya?</li> <li>7. to construct informed responses.</li> <li>8. understand how knowledge of the past can be constructed from a range of sources.</li> <li>9. to describe social, cultural, religious and ethnic diversity in the wider world.</li> </ol>	<p style="text-align: center;"><b>Migration: A Study of Those Who Have Journeyed to the UK - the Windrush Generation</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. What are the links between Britain and parts of the Caribbean?</li> <li>2. What were the experiences and contributions to society achieved by the African and Caribbean people?</li> <li>3. What part did African-Caribbean service men and women play during World War Two?</li> <li>4. Why was the arrival of the Empire Windrush such an important story?</li> <li>5. What were the experiences and challenges faced by the people of the Caribbean as they arrived and tried to settle in Britain?</li> <li>6. How has British society changed as a result of the migration of people of African and Caribbean descent to Britain?</li> <li>7. to continue developing a chronologically secure knowledge of history.</li> <li>8. to establish clear narratives within and across periods studied.</li> <li>9. to select and organise relevant historical information.</li> <li>10. that different versions of the past may exist and give reasons for this.</li> <li>11. to identify and give reasons for and results of historical events, situations and changes.</li> <li>12. to describe social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>13. to identify historically significant people and events in situations.</li> </ol>

<b>Geography</b>	<b>Spatial Sense</b>	<b>The United Kingdom and Druids Heath</b>	<b>Rivers</b>	<b>Mountains</b>	<b>The Caribbean</b>	<b>Water World</b>
	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. what relief maps are.</li> <li>2. what a key on a map is.</li> <li>3. how to read the key of a relief map.</li> <li>4. what the arctic and Antarctic circles are.</li> <li>5. that the Prime Meridian is an important line of longitude.</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. learn some key facts about the UK, especially Birmingham and the local area: Druids Heath, including area, life expectancy and population.</li> <li>2. what a county is and how the counties of England can be split into regions, identifying which county Druids Heath is located in.</li> <li>3. the difference between a town and a city and will locate some of the UK's major cities on a map, describing where different towns and cities are in relation to one another and especially in relation to Birmingham and Druids Heath.</li> <li>4. about the difference between a hill and a mountain and how mountains are formed.</li> <li>5. about some of the hills and mountains</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. what the water cycle is and why it is important.</li> <li>2. learn to describe each process of the water cycle using appropriate vocabulary.</li> <li>3. how rivers are formed by explaining the processes of erosion and deposition.</li> <li>4. about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders.</li> <li>5. about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure.</li> <li>6. about some of the causes of river pollution and the effects this has on the environment.</li> <li>7. about some of the most polluted</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about how the major physical features of Yosemite National Park were formed, including the Sierra Nevada mountains, Half Dome and El Capitan as well as how the landscape of Yosemite is constantly changing thanks to glaciers, erosion and other factors.</li> <li>2. about the water system at Yosemite National Park: how water travels through the park from the glaciers in the mountains, creating rivers, lakes, streams and waterfalls.</li> <li>3. how humans harness water in the park, such as the O'Shaugnessy Dam and Hetch Hetchy Reservoir.</li> <li>4. what biomes and vegetation zones are, identifying the various biomes of</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. where in the world the Caribbean is located and about the location and ownership of the islands within it.</li> <li>2. about what the physical geography of the Caribbean and about some of the diverse landforms found in the Caribbean.</li> <li>3. what type of climate the Caribbean has, and why, comparing and contrasting the average temperatures and rainfall in two different locations within the Caribbean.</li> <li>4. about the colonial past of the islands as well as how these new European colonies brought enslaved people from Africa to work on plantations.</li> <li>5. how this past has affected the culture, land use, exports and populations of</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about different water bodies and the differences between them, such as oceans, rivers, bays, gulfs and glacier.</li> <li>2. how much of the water on the planet is usable by humans and that water is either salt or fresh water.</li> <li>3. how the water cycle and its various processes work, describing how the water cycle works using specific vocabulary.</li> <li>4. the importance of the water cycle for our planet.</li> <li>5. about the ways in which households in the UK use water and about how much water they use on a daily and weekly basis, as well as how it gets to their taps through the water treatment process.</li> <li>6. about water-scarce countries, using</li> </ol>

		<p>of the UK and identify their features and key facts.</p> <p>6. which hills are in the locality of Druids Heath.</p> <p>7. about the coastline of Britain and identify the seas and oceans that surround the UK, identifying similarities and differences between different UK beaches, using appropriate geographical vocabulary to describe their features.</p> <p>8. about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries and will identify some of the major rivers in Britain, exploring their journeys, thinking about where they are located, which counties and cities they flow through</p>	<p>rivers in the world, as well as thinking about river pollution closer to home and ways in which river pollution can be prevented.</p> <p>8. about the River Nile.</p>	<p>Yosemite and how the climates differ.</p> <p>5. to compare Yosemite National Park with some different national parks in the UK, identifying where UK parks are located.</p>	<p>the Caribbean islands.</p> <p>6. about the tourist industry's importance to the economy of the Caribbean.</p>	<p>Kenya as an example, comparing water usage in Kenya and the UK.</p> <p>7. about the idea of a sustainable future and the role water can play in this, especially about hydroelectricity and how water can be harnessed to produce power.</p> <p>8. about the bodies of water in Birmingham and the local area.</p> <p>9. about the water quality of the River Thames.</p>
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		<p>and other key facts about each one.</p> <p>9. which rivers flow through or near to Birmingham and Druids Heath and what their journeys are.</p>				
<b>Science</b>	<p><b>Life Cycles</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>about how flowering plants reproduce sexually. They will label diagrams of flowering plants.</li> <li>about some ways in which nonflowering plants reproduce asexually. Grow plants from cuttings.</li> <li>about sexual reproduction in animals, including some ways in which some reptiles and fish reproduce. Sort and classify animals.</li> <li>about the life cycles of animals living in a variety of environments. Compare life</li> </ol>	<p><b>Changes and Reproduction</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>about the main stages in the life cycle of humans.</li> <li>about the factors which may affect the rate of growth in humans.</li> <li>about sexual reproduction, fertilisation and pregnancy for humans.</li> <li>about changes during infancy and childhood.</li> <li>about the needs of children and how these change over time as they develop.</li> <li>about the roles of some hormones in the body and how they affect changes in boys</li> </ol>	<p><b>Earth and Space</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>about the celestial bodies of the Sun, Moon and Earth and how they are related to one another.</li> <li>that each of them are a roughly spherical shape.</li> <li>the meaning of the word 'orbit'.</li> <li>that the rotation of Earth on its axis is what creates day and night.</li> <li>about time zones and how, and why, locations have different time zones.</li> <li>about how the seasons are created because of the tilt of Earth's axis.</li> <li>how Earth is split into its Northern</li> </ol>	<p><b>Forces In Action</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>what weight is.</li> <li>how the impact caused by falling objects can vary depending on their size, shape, mass, and the height they fall from.</li> <li>what friction is and some ways in which it can be measured. Identify instances of high and low friction.</li> <li>about ways in which air resistance affects moving objects. Children will conduct investigations to determine how air resistance affects falling objects.</li> <li>about water resistance and how it affects</li> </ol>	<p><b>Properties and Changes of Materials</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>what happens to substances when they are mixed with water. Conduct fair tests to find out which substances are soluble/insoluble.</li> <li>ways in which the original materials in some mixtures and solutions may be recovered by the process of evaporation or by sieving or filtering.</li> <li>about soluble and insoluble substances to explain how mixtures could be separated.</li> <li>about solutions which are the product of irreversible reactions between the substances that were dissolved.</li> <li>about reversible and irreversible changes caused by heating or cooling materials.</li> <li>Predict and sort materials according to what may happen when they are heated or cooled.</li> <li>what happens when materials are burned, including what new materials are produced.</li> <li>Identify and discuss several different properties of a range of materials (conductive, magnetic, soluble, flexible, transparent etc.).</li> <li>Sort and group given sets of materials.</li> <li>why materials with these properties are used for certain purposes.</li> </ol>	

	<p>cycles of two animals living in different environments.</p> <ol style="list-style-type: none"> <li>5. about gestation periods and growth.</li> <li>6. about the work of naturalists and animal behaviourists. Research and write in depth about a well-known naturalist.</li> </ol>	<p>and girls at the start of puberty.</p> <ol style="list-style-type: none"> <li>7. about later changes during puberty and adolescence, including sperm production and menstruation.</li> <li>8. ways in which children can stay fit and healthy during puberty.</li> <li>9. about some changes in the body that occur during adulthood and old age.</li> </ol>	<p>and Southern Hemispheres and how the seasons are different for the two halves of the planet.</p> <ol style="list-style-type: none"> <li>8. about the lunar month and the eight phases of the Moon that can be seen as the Moon orbits Earth.</li> <li>9. to identify the shapes of each phase and the names of these shapes, including if the phase is waxing or waning.</li> <li>10. about and discuss how the ideas about the solar system developed and changed over the years until we arrived at the model we have today.</li> <li>11. to compare the similarities and differences between a geocentric and heliocentric model of the solar system.</li> </ol>	<p>objects moving through water. Conduct water resistance investigations.</p> <ol style="list-style-type: none"> <li>6. how simple machines can make it easier to move objects.</li> <li>7. about pulleys or levers and how these work.</li> <li>8. about how gears work together in transmissions.</li> </ol>	
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			12. about the objects in our solar, including natural satellites, comets, asteroids (and the asteroid belt), planets and dwarf planets.	
<b>Art</b>	<p><b>Cityscapes</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. who Charles Fazzino is and how he creates his unique cityscapes.</li> <li>2. what 3D pop art is and how it is created before looking at cityscape images and discussing the detail and layers they can see. Children will then get the chance to create their own 3D pop art city.</li> <li>3. about artwork by Leonid Afremov who uses a palette knife to create textured, bold and colourful cityscapes.</li> <li>4. how they can make palette knives of their own using card to mimic the process</li> </ol>	<p><b>Objects and Meanings</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. what is meant by the term 'still life'.</li> <li>2. about the origins of still life paintings. and look comparing still life paintings by famous artists.</li> <li>3. to complete still life paintings, using their prior knowledge.</li> <li>4. to look closely at tonal scales and how they create tones by applying varying pressure with their pencil.</li> <li>5. to look at light sources and different shading techniques.</li> <li>6. to use these techniques to shade in 3D shapes.</li> </ol>	<p><b>Sculpting Vases</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. what containers and vases are before examining their materials, components and uses.</li> <li>2. about historical vases and their designs, exploring and sketching different features they see.</li> <li>3. to examine vases designed by a variety of artists and craftspeople.</li> <li>4. about some of the techniques used by artists when creating different types of vases, before using the designs as inspiration for their own vase designs.</li> <li>5. some different techniques when working with modelling materials.</li> <li>6. how they can manipulate plasticine into different shapes and how they can add decorative features, such as plaits, imprints and other embellishments, in preparation for their work with clay.</li> <li>7. how to make a vase out of clay, considering how to deal with problems or difficulties that arise, before using clay to create the basis of their final vase.</li> <li>8. to follow their designs to create their vases out of clay.</li> <li>9. how to use a variety of materials and techniques to create different effects to</li> </ol>	<p><b>Frida Khalo</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. who Frida Khalo was and the kind of artwork she is famous for creating. They are challenged to look closely at her art and answer questions about what they see and feel about them, encouraging them to express their own opinions.</li> <li>2. how Frida Khalo created her famous self-portraits.</li> <li>3. about the proportions of the face and how the features are drawn into a portrait or self-portrait in relation to one another before sketching a proportional self portrait.</li> <li>4. about Kahlo's background of Mexican art and the influences it had on her paintings.</li> <li>5. how Kahlo expressed her cultural identity in her paintings and clothing. Using this to inspire them the children reflect on their own identity and express this in their own self portraits.</li> <li>6. how to compare the artwork of some surrealist artists to Kahlo's work to determine if she could be labelled as a surrealist. They then use work by Kahlo and others such as Dalí and Adnams to inspire their own surrealist work.</li> <li>7. how Kahlo painted important moments throughout her life, telling a story of how she felt during these times.</li> </ol>

	<p>used by Afremov, and will be taught how to use these 'knives' in different ways to create different effects. They can then create their own cityscapes using these techniques.</p> <p>5. how the sky and light in photos of cityscapes changes at different times of the day.</p> <p>6. what a silhouette is. They will create some cityscape art using silhouettes and colourful backgrounds.</p> <p>7. about some famous cities around the world that are built on and around water.</p> <p>8. how to paint with watercolours to create different effects such as a reflection. They will create some mirror reflection artwork.</p> <p>9. that ink pens can be used to create</p>	<p>7. about where artists have chosen to place objects.</p> <p>8. to create tones using pencil</p> <p>9. to create tints, tones and shades using paint.</p> <p>10. to create and sketch their own still life arrangements.</p> <p>11. how to apply colour and tone to some still life art.</p>	<p>decorate their vase, looking at some examples of decorated vases as inspiration.</p> <p>10. to evaluate their own finished vases, thinking about what worked well and what they would change.</p> <p>11. to review the work of other children and discuss what they think about different vases that have been created.</p>	<p>8. why she chose to paint at particular moments in her life and use this to reflect on their own lives and any memories they would like to illustrate.</p>
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	artwork and will compare the detail of such artwork with watercolours. 10. how to use lines and patterns to create their own ink cityscapes.					
<b>Design Technology</b>	<b>Burgers</b> Children will learn: <ol style="list-style-type: none"> <li>1. about different burgers and restaurants and their nutrition facts.</li> <li>2. how to check the nutrition fact labels.</li> <li>3. different methods for cooking burger patties.</li> <li>4. about the additional ingredients that may be found in burgers, such as vegetables and sauces, as well as accompanying side dishes.</li> <li>5. about a range of burger buns and their suitability.</li> <li>6. to plan and design their own burger.</li> <li>7. to create their burgers and evaluate the process.</li> </ol>		<b>Fashion and Textiles</b> Children will learn: <ol style="list-style-type: none"> <li>1. how some natural and synthetic textiles are produced and consider their uses in clothing.</li> <li>2. ways in which textiles may be joined and decorated.</li> <li>3. how fashion designers use pattern pieces when making products.</li> <li>4. how design features of pattern pieces are transferred to fabric.</li> <li>5. how to pin and hand-sew fabric pieces together.</li> <li>6. how to finish a hand-sewn product.</li> </ol>		<b>Chinese Inventions</b> Children will learn: <ol style="list-style-type: none"> <li>1. about the history of the invention of the moveable-type printing press and the ancient process of paper making.</li> <li>2. about the history of the invention of gunpowder and the compass.</li> <li>3. the use of water power when building early machines in ancient China.</li> <li>4. about different materials used to make the sail and the frame of a kite by making prototypes.</li> <li>5. to generate design criteria for their kites and be conscientious in meeting these criteria within their design.</li> <li>6. to build and evaluate their own kite using the materials they chose.</li> </ol>	
<b>PE</b>	<b>Netball</b> Children will learn: <ol style="list-style-type: none"> <li>1. the rules of netball.</li> <li>2. the roles of different positions on the court.</li> <li>3. how to pivot.</li> <li>4. to combine skills of jumping and catching.</li> <li>5. netball terms: contact,</li> </ol>	<b>Gymnastics (Artistic)</b> Children will learn: <ol style="list-style-type: none"> <li>1. a variety of spatial relationships when working with a partner, i.e. follow my leader, side by side, face to face, back to back and</li> <li>2. ways of meeting and parting a partner.</li> </ol>	<b>Dance</b> Children will learn: <ol style="list-style-type: none"> <li>1. how to compose their own dances in a creative way, individually, with a partner and within a small group.</li> <li>2. to perform dance to an accompaniment</li> <li>devising the</li> </ol>	<b>Cricket</b> Children will learn: <ol style="list-style-type: none"> <li>1. how to bowl the ball with an overarm throw.</li> <li>2. the importance of communication when running between the wickets.</li> <li>3. the importance of following through</li> </ol>	<b>Volleyball</b> Children will learn: <ol style="list-style-type: none"> <li>1. how to set the ball and what this means.</li> <li>2. how to bump the ball.</li> <li>3. how speed and position can affect the pass that is chosen.</li> </ol>	<b>Athletics</b> Children will learn: <ol style="list-style-type: none"> <li>1. to judge pace and be able to plan a run,</li> <li>2. the basic throwing actions of the pull, push, fling and heave.</li> <li>3. the core principles of throwing.</li> </ol>



	<p>obstruction, held ball, footwork.</p> <ol style="list-style-type: none"> <li>6. that different passes are needed for different situations.</li> <li>7. the importance of moving the ball towards the opponent's goal.</li> <li>8. basic principles of attack and defence and accompanying movement (e.g. keeping possession, facing opponent, moving backwards, looking for intercept).</li> <li>9. Techniques to force a turnover.</li> </ol> <p style="text-align: center;"><b>Tag-Rugby</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. the receiving ready position in Rugby.</li> <li>2. to run forwards (towards opponent try line), pass backwards (away from opponent try line).</li> <li>3. the 'stay behind the ball' rule (offside and onside).</li> <li>4. the attacking principles with these rules.</li> </ol>	<ol style="list-style-type: none"> <li>3. ways of traveling over and under a partner.</li> <li>4. the terms synchronisation and canon when working with a partner.</li> <li>5. the possible variations in level, speed and direction when working with a partner.</li> <li>6. the terms counter balance and counter tension (i.e. counter balance is pushing or leaning against a partner and counter tension is pulling or leaning away).</li> <li>7. to show counter balance and counter tension in twos or threes and know that variations can be developed through changing body shape or being on different levels.</li> </ol> <p style="text-align: center;"><b>Gymnastics (Rhythmic)</b></p> <p>Children will learn:</p>	<p>sequence to take account of rhythm and style of music and mood of the piece.</p> <ol style="list-style-type: none"> <li>3. to develop sequences in a specific style of dance.</li> <li>4. to choose their own music and style</li> <li>5. the importance of warming up specific muscle groups in preparation for dance, as well as cooling down.</li> <li>6. that dance can communicate an idea, as well as feelings and narratives.</li> <li>7. which aspects of their own and others' performance were particularly strong and which they could improve on.</li> </ol> <p style="text-align: center;"><b>Health and Fitness</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. the impact of physical exercise has on the body such as cardiovascular health, heart and lung health, as well</li> </ol>	<p>when striking to get more distance in the air.</p> <ol style="list-style-type: none"> <li>4. a variety of tactics when fielding e.g short distance throws.</li> <li>5. how to use body blocking to be an effective defender.</li> </ol> <p style="text-align: center;"><b>Rounders</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. the different roles in the game: bowler, batter, fielder, base.</li> <li>2. effective bowling and batting actions.</li> <li>3. some fielding skills: tracking, stopping, picking, throwing the ball.</li> <li>4. the type of throw to suit situation and consider the best place to throw.</li> <li>5. where and when to send the ball to stump a batter out.</li> <li>6. when to select the best fielding technique for different situations</li> <li>7. when to use a long and short barrier.</li> </ol>	<ol style="list-style-type: none"> <li>4. the rules of volleyball.</li> <li>5. some simple tactics to help aid the successful game play, tallest at front, smallest at back.</li> <li>6. how to successfully pass the ball with control to one another.</li> <li>7. how to spike the ball.</li> <li>8. when each type of strike would be used (set, bump and spike).</li> </ol> <p style="text-align: center;"><b>Tennis</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. the difference between topspin, flatshot, slice and dropshot,</li> <li>2. when each of these shots would be used.</li> <li>3. how to put topspin and slice on the ball.</li> <li>4. how to communicate effectively with a doubles partner (switch, mine, yours and baseline).</li> </ol>	<ol style="list-style-type: none"> <li>4. that good jumps need to have head up, torso erect, an even rhythm and flat-footed landings.</li> <li>5. an effective technique for the standing vertical jump (jumping for height) including take-off and flight.</li> <li>6. to take part in competition with a strong understanding of tactics and how technique can affect performance.</li> </ol> <p style="text-align: center;"><b>OAA</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. to improve their accuracy and consistency in setting a map of a familiar area</li> <li>2. the ability to establish direction of travel.</li> <li>3. to improve their ability to plan an activity and improve performance by changing or adapting approaches as necessary.</li> <li>4. to consistently cooperate with</li> </ol>
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	<p>5. Tag Rugby rules: no blocking or protecting tags, 3 seconds to pass backwards after tag taken by an opponent.</p> <p>6. the 'W' hand position with thumbs touching and palms facing out when receiving pass.</p> <p>7. to accelerate into a space in front of them.</p> <p>8. to 'draw' defenders by running towards them then passing.</p>	<p>1. what makes a successful routine in gymnastics.</p> <p>2. how to use complex movements safely.</p> <p>3. some complex routines.</p> <p>4. how to combine complex movements together to create a sequence.</p>	<p>as improvements to muscle strength and endurance.</p> <p>2. different styles of workouts that target the whole body with high intensity (e,g Zumba, body combat, hit)</p> <p>3. to lead their own health and fitness related activity.</p> <p><b>(Year 5 begin to demonstrate leadership by running their own warm ups in other sessions).</b></p>		<p>5. how to serve both underarm and overarm.</p>	<p>others in problem solving activities regardless of role.</p>
<p><b>Computing</b></p>	<p><b>Infographics</b></p> <p>Children will learn:</p> <p>1. to develop an understanding of what makes infographics a popular choice to present and share information.</p> <p>2. to develop an understanding of colour, styling, enhanced editing tools and the use of charts/graphs/tables to effectively present information.</p>	<p><b>Computers for Communication and Collaboration</b></p> <p>Children will learn:</p> <p>1. how computers offer opportunities for communication and collaboration.</p> <p>2. to consider how technology has improved communication.</p> <p>3. to consider how forms of communication have changed as a result.</p> <p>4. to know who has been influential in the changes of</p>	<p><b>Creating and Using spreadsheets as Models to Solve Problems</b></p> <p>Children will learn:</p> <p>1. to use and create spreadsheets to support solving mathematical problems.</p> <p>2. to use simple formulae to carry out calculations.</p> <p>3. to answer 'What if ...?' type questions.</p> <p>4. to present information in the form of graphs where required.</p>		<p><b>Programming Making Games</b></p> <p>Children will learn:</p> <p>1. to develop logical thinking and coding using Scratch 3 to make a range of computer games.</p>	

	3. to research and select key information to present as an infographic in J2e5.	technology over time.				
<b>Music</b>	<p><b>Livin' on a Prayer</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. a song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the song and the name other songs from the Units in those styles.</li> <li>3. to talk about the style indicators of the song (musical characteristics that give the songs their style).</li> <li>4. to talk about the lyrics: what the song is about.</li> <li>5. to identify and move to the pulse with ease.</li> <li>6. to think about the message of song.</li> <li>7. what pulse is.</li> <li>8. how to keep the internal pulse.</li> <li>9. to sing a song with a strong internal pulse.</li> </ol>	<p><b>Classroom Jazz 1</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. a new song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to talk about any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>4. to identify the main sections of the song (intro, verse, chorus etc.).</li> <li>5. to compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>6. what rhythm is.</li> </ol>	<p><b>To Make You Feel My Love</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. a new song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to name some of the instruments used in the songs.</li> <li>4. to listen carefully and respectfully to other people's thoughts about the music.</li> <li>5. to use musical words when talking about the songs.</li> <li>6. what pitch is.</li> <li>7. to talk about a song's main features.</li> <li>8. to follow a leader when singing.</li> <li>9. the notes C, D, E, F, G, A, B + C on the treble stave.</li> </ol>	<p><b>Fresh Prince of Bel-Air</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. a new song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to talk about the historical context of the songs and what else was going on at this time.</li> <li>4. to talk about the musical dimensions working together in the Unit songs.</li> <li>5. what tempo is.</li> <li>6. what dynamics is.</li> <li>7. to sing in unison, the solo, lead vocal, backing vocals or rapping.</li> <li>8. to experience rapping and solo singing.</li> <li>9. to rehearse and perform their part</li> </ol>	<p><b>Dancing in the Street</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. a new song from memory, who sang or wrote it, when it was written and why?</li> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to talk about the music and how it makes them feel.</li> <li>4. what texture is.</li> <li>5. what structure is.</li> <li>6. to know the importance of warming up their voice.</li> <li>7. to listen to each other when singing.</li> <li>8. to be aware of how they fit into the group when singing.</li> <li>9. to listen to and follow musical instructions from a leader.</li> <li>10. that you can use some of the riffs</li> </ol>	<p><b>Reflect, Rewind and Replay</b> Children will learn:</p> <ol style="list-style-type: none"> <li>1. how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</li> <li>2. about the meaning of the lyrics of the song and what it is about.</li> <li>3. to sing with awareness of being in tune.</li> <li>4. about the instruments they might play or be played in a band or orchestra or by their friends.</li> <li>5. to lead a rehearsal session.</li> <li>6. about three well-known improvising musicians.</li> <li>7. that a composition has pulse, rhythm and pitch that work together and are shaped by tempo,</li> </ol>

<ul style="list-style-type: none"> <li>10. to sing in unison and backing vocals.</li> <li>11. to explore singing solo.</li> <li>12. different ways of writing down music – eg staff notation, symbols.</li> <li>13. to play a musical instrument with the correct techniques within the context of the Unit song.</li> <li>14. that improvisation is making up your own tunes on the spot.</li> <li>15. that a composition is music that is created by someone and kept in some way so that it can be played or performed again to an audience.</li> <li>16. to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>17. that performing is sharing music with</li> </ul>	<ul style="list-style-type: none"> <li>7. musical leadership by creating musical ideas for the group to copy and respond to.</li> <li>8. what the song is about and what the lyrics mean.</li> <li>9. to listen to the group when singing.</li> <li>10. to demonstrate a good singing posture.</li> <li>11. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before.</li> <li>12. to identify the keynote or home note and the structure of the melody.</li> <li>13. that a performance can be to one person or to each other and does not need to be to a huge audience.</li> <li>14. to communicate the meaning of the words and clearly articulate them.</li> </ul>	<ul style="list-style-type: none"> <li>10. to select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>11. that using one or two notes confidently is better than using five.</li> <li>12. that notation is the connection between sound and symbol.</li> <li>13. to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>14. that everything to be performed must be planned and learned.</li> </ul>	<ul style="list-style-type: none"> <li>10. that if they are improvising using the notes they are given, they cannot make a mistake.</li> <li>11. to record the composition in any way appropriate that recognises the connection between sound and symbol (eg graphic/pictorial notation).</li> <li>12. to sing, rap or play with clarity and confidence.</li> <li>13. to record a performance and compare it to a previous performance.</li> </ul>	<ul style="list-style-type: none"> <li>within the context of the Unit song.</li> <li>11. that a performance can be for a special occasion and involve an audience including people they do not know.</li> <li>12. to evaluate musically the success of, and improvements for, their performance.</li> </ul>	<ul style="list-style-type: none"> <li>8. that a performance is planned and different for each occasion.</li> <li>9. that a performance involves communicating ideas, thoughts and feelings about the song/music.</li> </ul>	<ul style="list-style-type: none"> <li>dynamics, texture and structure.</li> </ul>
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	<p>an audience with belief.</p> <p>18. to choose what to perform and create a programme.</p>					
<b>Spanish</b>	<p><b>Spanish Phonetics 1 to 3</b></p> <p>Children will learn:</p> <p>1. the key phonic sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) and learn further key phonic sounds/phonemes (GA, GE, GI, GO, GU) essential for their Spanish studies.</p> <p><b>Selection of Core Vocabulary Lessons</b></p>	<p><b>In the Classroom</b></p> <p>Children will learn:</p> <p>1. the key vocabulary required in the classroom from classroom instructions to classroom stationery.</p> <p>2. to say what they do have and do not have in their pencil case.</p>	<p><b>Do you have a pet?</b></p> <p>Children will learn:</p> <p>1. the nouns and article for eight common pets.</p> <p>2. to tell somebody if they have or do not have a pet.</p> <p>3. to tell somebody what their pet is called.</p>	<p><b>What's the date?</b></p> <p>Children will learn:</p> <p>1. the months of the year and the key dates in the Spanish calendar.</p> <p>2. to say the date in Spanish.</p> <p>3. to ask and answer the question 'when is your birthday?'</p>	<p><b>The Weather</b></p> <p>Children will learn:</p> <p>1. to describe the weather in Spanish with an emphasis on map work and oral presentation skills.</p>	<p><b>Goldilocks and the Three Bears</b></p> <p>Children will learn:</p> <p>1. to develop their listening skills in Spanish.</p> <p>2. to use cognates to develop their understanding of the vocabulary presented in the story.</p> <p>3. to write their own versions of the story following a structured storyboard approach.</p>