Lowbrook Academy **Year 5 Curriculum Overview**

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading	Class Reader: Classic Narrative poetry: The Highwayman Alfred Noyes. Explanatory Text: Rivers Model texts from the internet ICT Explain Everything Contrasting Poetry: Flanders Field John McCrae Daffodils William Wordsworth Westminster Bridge William Wordsworth Drama: Tell a story using notes designed to cue techniques, such as repetition, recap. Biography Isaac Newton Persuasive/ Leaflet Marian North ICT / Research Purple Mash Isaac Newton Texts from internet. Science Week: Biography Isaac Newton/Marion North Purple Mash Oral presentation poetry Flanders Field. Daffodils Performance Poetry **2a, 2c, 3a, 4a, 4c, 5a, 6a, 6b, 6c, 6d, 7c, 9a**	Millions Frank Cottrell Boyce Whole Book Unit. Narrative Diaries Captain Scott and Ernest Shackleton Diaries of Captain Scott and Ernest Shackleton Reflect on how working in role helps to explore complex issues Hot seating Captain Scott and Ernest Shackleton. Observational Poetry The Bee Pie Corbett. Dilemma stories – The Canal Adventures at Cambury Park Instructional Text Instructions for designing sundials. Christmas Decorations text from internet **3a 3b 3c, 4a, 5a 6a, 6b, 6c, 6d, 7a, 7b, 7c, 8a, 10a**	Class reader War Horse Fact File Ada Lovelace. Explanatory Text: Fibonacci. ICT Explain Everything Newspaper Articles WW1 Michael Morpurgo – Extracts Private Peaceful & The Best Present in the World. Extracts from Dr Dolittle Hugh Lofting Newspaper Articles – Hugh Lofting WW1 Poems – Wilfred Owen **1b, 1c, 5a, 6a, 6b, 6c 7b**	Stories by significant children's authors Book Review War Horse – Michael Morpurgo The Iron Man- Ted Hughes Whole Book Unit. Playscript Drama: Perform a scripted scene making use of dramatic conventions ICT Film performances for evaluation and appraisal **3a, 3b, 3c, 4a, 5a, 6a, 6b, 7a, 7c**	Class Reader: Visual Literacy-Swing of Change Book Review Iron Man In Performance Poetry/ Imagery, Personification (Tyger, Tyger - William Blake Jerusalem) Information Text India Indian Poetry Mahatma Gandhi Text Animal poetry – Ted Hughes – The Crow & Wolf Watching **5a, 6b, 7a, 7b, 7c**	Persuasive Writing: Purple Mash Sustainability posters Story of Muhammad Ali and quotes Biography of Nicola Adams. Visual Literacy- Retelling the Fight between Muhammad Ali George Foreman. Persuasive Text-Reading Holiday Brochures. Reading on Racism-Nelson Mandela, Rosa Parkes, Muhammad Ali, Ruby Bridges, Mahatma Gandhi **5a, 6a, 6d, 7a, 7b, 7c**

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Writing: Punctuation and Grammar	Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. Uses further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, underlining). Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes, bullet points numbers). Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.	Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes, bullet points numbers).	Makes notes and develops initial ideas, drawing on reading and research where necessary. When developing characters and settings for a narrative, the pupil considers what has been learned from their experience of reading, listening to and watching the work of real authors. Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. A reasonably wide vocabulary is often chosen for effect. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. Uses further organisational and presentational devices to structure text and to guide the reader (e.g., headings, bullet points, underlining). Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes, bullet points numbers). Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.	Attempts to précis longer passages. Uses a wide range of devices to build cohesion within and across paragraphs. Assesses the effectiveness of their own, and others' writing. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g., quick notes, bullet points numbers). Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus. Adverbials of time (linking these across paragraphs to build cohesion), verb prefixes, , indicating degrees of possibility using modal verbs, relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun, use of a comma to clarify meaning or to avoid ambiguity, revisit different types of nouns – abstract, concrete, collective, proper. **5a 10b 11a 11b 12a**	Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register. Attempts to précis longer passages. Uses a wide range of devices to build cohesion within and across paragraphs. Assesses the effectiveness of their own, and others' writing. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g., quick notes, bullet points numbers). Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.	Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register. Attempts to précis longer passages. Uses a wide range of devices to build cohesion within and across paragraphs. Assesses the effectiveness of their own, and others' writing. Ensures the consistent and correct use of tense throughout a piece of writing. Proof-reads for errors in spelling and punctuation. In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action. Identifies the audience for and purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing. Writes legibly, fluently and with increasing speed using cursive Lowbrook handwriting. Is clear about what standard of handwriting is appropriate for a particular task (e.g., quick notes, bullet points numbers). Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus.

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	Revisit different types of nouns – abstract, concrete, collective, proper, revisit verbs, adverbs, modal verbs might, should, will and must and adjectives, indicating degrees of possibility using modal verbs, pronouns and possessive pronouns, converting nouns or adjectives into verbs using suffixes, relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. **5a 10b 11a 11b 12a**	Uses dictionaries to check the spelling and meaning of words. Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Uses a thesaurus. Converting nouns or adjectives into verbs using suffixes, relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun, use of a comma to clarify meaning or to avoid ambiguity, commas to indicate parenthesis, verb prefixes, use a range of devices to build cohesion within a paragraph eg: then, after, after that, this, firstly. Spells some words with 'silent' letters, e.g., knight, psalm, solemn. Continues to distinguish between homophones and other words which are often confused. **5a 10b 11a 11b 12a**	Indicating degrees of possibility using modal verbs, use of a comma to clarify meaning or to avoid ambiguity, relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun, brackets to indicate parenthesis, dashes to indicate parenthesis, use a range of devices to build cohesion within a paragraph eg: then, after, after that, this, firstly. Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically. **5a 10b 11a 11b 12a**		Commas, dashes and brackets to indicate parenthesis, use of a comma to clarify meaning or to avoid ambiguity, indicating degrees of possibility using adverbs, converting nouns or adjectives using suffixes, relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. **5a 10b 11a 11b 12a**	Verb prefixes, use of a comma to clarify meaning or to avoid ambiguity, comma, dashes, and brackets to indicate parenthesis, adverbials of time, eg: later, place, nearby, number e.g., secondly or tense choices e.g he had seen her before. (Linking these across paragraphs to build cohesion), indicating degrees of possibility using adverbs, relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. **5a 10b 11a 11b 12a**
Big Write	Book Review - (Pupil's choice) Informative poster (P&T) Biography of Isaac Newton (S&T) Persuasive Text-Marianne North (ICT+S&T) Recount Science Week **2c, 5a, 6a, 6b, 6c, 6d, 8c 9b, 10c, 12b**	Chronological Report Recount- Science Week Poetry: Evaluation of performance of Poetry (LOL) Flanders Field Poetry: Observational Poetry writing (ICT) Instructional Text; Sundials (S&T) Fact File Ernest Shackleton **4a, 4c, 8a, 8b, 8c 9a, 10a**	Book Review Millions Frank Cottrell Boyce (Class Reader) Persuasive Pamphlet Horses needed in WW1 Non-Chronological Report- Ada Lovelace (Maths/ICT) Newspaper Articles WW1 (P&T/ICT) **5a, 6a, 6b, 8c, 8d, 8e, 9a, 9b, 12a, 12b**	Book Review (Class Reader War Horse) Black Dog- Summarise and sequence main events from a picture book. (BOOK WEEK) Fiction: Play-scripts (LOL Iron Man) Roman Day (diary entry) Non chronological Report: Create PowerPoint on Romanisation Of Britain **1a 1c 3a 3b 3c 4a 4b 4c, 5a 6a 6b, 8a 8b 8d, 9a**	Book Review- Iron Man Poetry: Learn, recite and perform Tyger Tyger by William Blake (Oracy) Poetry Analysis William Blake-Tyger Tyger Visual Literacy-Combine information about the life of a character and a setting to introduce narrative. **1a, 4a, 4c, 5a, 6a, 6b, 8b,10a, 12a, 12b**	Diary Entry: Mohammad Ali fight' Rumble in the jungle' Persuasive argument: Similarities and differences between Mohammed Ali and Nicola Adams (Sports Week) (P& E HEALTH) ICT- PowerPoint ICT-Sustainability posters. Designing persuasive Holiday Brochure **1a, 1b, 1c, 3a, 3b, 5a, 6a, 6b 8d, 10a**

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Science and Technology	**(POND UNIT)** **Living Things and their Habitats:** Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird. Describe the life process of reproduction in some plants (strawberry, potato, tulip) and animals (insects, amphibians, reptile and anatomy of a chicken's egg). ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S2.1, S2.2***	**Earth and Space:** Describe the movement and properties 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. Physical Health & Wellbeing: Health and Prevention - Sun safety ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S5.1, S5.2, S5.3, S5.4***	**Forces:** 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. Look at rotational forces. Recognise that some mechanisms, including levers, pulleys and transmission of forces in gears, allow a smaller force to have a greater effect. ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S6.1, S6.2, S6.3***	**Changing Materials:** Compare and group together everyday materials based on their properties, including their solubility and response to magnets**.** 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 ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3, S4.4, S4.5, S4.6***	**Properties of materials:** Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal). Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S4.1, S4.2, S4.3, S4.4, S4.5, S4.6***	**Animals Including Humans:** Describe the changes as humans develop to old age Physical Health & Wellbeing: Health and prevention -allergies, immunisation and vaccination. Health and Wellbeing: Changing adolescent body - changes 9-11 ***S1.1, S1.2, S1.3, S1.4, S1.5, S1.6, S1.7, S1.8, S1.9, S3.1***

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	Theme week tech challenge: marble run (gravity & time) Technology: Moving Toys cams and pulleys, using glue gun, Tenon saw for cutting, joining, cutting with scissors Scientist Study of: Marianne North & Sir Isaac Newton ***D1.1, D1.2, D2.1, D2.2, D3.1, D3.2, D4.1, D4.2*** Food Tech: Cracking potato cake Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed. Healthy Eating: the principles of planning and preparing a range of healthy meals ***D1.1, D1.2, D2.1, D2.2, D3.1. D3.2, D4.1, D4.2, C1, C2, C3***	Technology: Design Sundials Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Understand how key events and individuals in design and technology have helped shape the world. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Inventor Study of: Galileo Galilei (study of the sky with telescope) ***D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2***	Technology: Projects on a Page (Mechanical systems – pulleys or gears) Making moving toys. Develop a simple design specification to guide their thinking. Produce detailed lists of tools, equipment, and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality, and fitness for purpose. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. ***D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2***	Food Tech: Spanish tortilla Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed. ***D3.3, C1, C2, C3***	Food Tech: Chicken Tikka Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of ingredients are grown, reared, caught, and processed. ***D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2, C1, C2, C3***	Technology: Making boxing ring. 3D printing Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Understand how key events and individuals in design and technology have helped shape the world. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ***D1.1, D1.2, D2.1, D2.2, D3.2, D4.1, D4.2***

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Place & Time	**The River Thames** Source of the River Thames, erosion and deposition, geographical features along the river, features of river basins – springs, mountain streams, channels, lakes, estuaries, coastline, comparison of Thames to other major UK and world rivers **2.5, 2.11, 2.13, 2.14, 2.16** Field Trip – River and Rowing Museum	**Navigation & Famous Explorers** Use the eight points of a compass to build knowledge of the UK and the wider world on a map. Use four and six figure grid references to build knowledge of the UK and wider world. Use atlases to locate places using latitude and longitude references (up to 4 figure coordinates) Explorers – Ernest Shackleton and Captain Scott, Arctic and Antarctic Circle (human and physical features, imaginary lines and boundaries), transportation aids in GPS, Strava, etc. How do we remember? - Remembrance Day assembly **2.9, 2.11, 2.12, 2.13, 2.15, 2.16, 2.17, 2.18**	**WW1** Analyse a range of different primary and secondary resources and summarise the behaviour and beliefs of people. Evaluate the usefulness of Primary and Secondary resources Compare maps with aerial photographs - analyse their use now and in WW1. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past. Causes of the War, the Western Front, the Home Front, the end of the War, Treaty of Versailles, Technological advances in WW1. Timelines up to WW1 **2.6, 2.10, 2.13, 2.16, 2.17**	**Roman Empire, The Colosseum & Julius Caesar** Analyse a range of different primary and secondary resources and summarise the behaviour and belief of people. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past. Ancient Roman buildings(Colosseum), roads, architecture, power of the Roman army, Hadrian's Wall, Romanisation, climate of the Mediterranean Timeline of Julius Caesar **2.2, 2.11, 2.13, 2.14, 2.16, 2.17** Theme Day - Romans	**India** Geographical and historical aspects(Name and locate the key features and historical events in India.) , culture and customs of Indians, Himalayan Mountains – how are mountains formed, physical features of a mountain including the peak. Ask and respond to concerning Gandhi and the notion of Passive Resistance. Use of atlases to find the population and climate. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past. **2.9, 2.10, 2.11, 2.13, 2.16, 2.17** Arts and culture: India	**Early Islamic Civilisation Time Period** Baghdad AD 900, Mesopotamia, the building of Baghdad, dark age or golden age, the House of Wisdom, The Mongol attack in 1258. Examine and make comparisons between Florence Nightingale and Rufaida Al-Aslamia Describe events using words and phrases such as: century, decade, BC, AD, after, before, during, Mesopotamia, Romans, Victorians, Victorians, era, period. Place the work of Rufaida Al Aslamia in historical context 622AD (Compare to Florence Nightingale and the Crimean war 1853). **Sustainability** – habitats destroyed by housing developments. Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings, and visits to collect information about the past. Did the same happen to the hanging gardens of Babylon? Sports Week (please teach over this time): **History through sport** – Boxing **2.9, 2.16, 2.17, 2.18**

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Faith & Belief	**Theme-**Belief into Action **DRE - Key Question-** How far would a Sikh go for his/her religion? **PBS** – **Key Question –** To what extent does participating in worship and/or prayer generate a sense of belonging? To what extent do religious beliefs influence and encourage 'good' behaviour? **AF – Believing/Behaving Objectives-** *Learning to compare the different ways Sikhs put their religion into practice. (Spiritual/Cultural)* **Religion-** Sikhism **5.1,5.2,5.3,5.5,5.7,5.10, 5.11**	**Theme-**Christmas **DRE - Key Question-** Is the Christmas story true? **PBS** – **Key Question** – Do Rites of Passage always help a believer to feel connected to God and/or community? How can music and the arts help express and communicate religious beliefs? How do religious leaders and sacred texts contribute to believers' understanding of their faith? How might beliefs and community shape a person's identity? **AF – Believing Objectives-** *Learning to evaluate different accounts of the Christmas story and understand those stories can be true in different ways. (Spiritual/Moral)* **Religion-** Christianity **5.21,5.25,5.26,5.27,5.24, 5.30**	**Theme-**Hindu Beliefs **DRE - Key Question-** How Can Brahman be everywhere and in everything? **PBS** – **Key Question –** How do religious leaders and sacred texts contribute to believers' understanding of their faith? **AF – Believing/Behaving Objectives-** *Learning to understand the Hindu belief that there is one God with many different aspects. (Spiritual/Cultural)* **Religion-** Hinduism **5.13,5.14,5.44,5.45,5.46 5.48,5.49,5.50**	**Theme-**Easter **DRE - Key Question-** Did God intend Jesus to be crucified? **PBS** – **Key Question –** How do religious leaders and sacred texts contribute to believers' understanding of their faith? **AF – Believing Objectives-** *Learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. (Spiritual/Moral)* **Religion-** Christianity **5.51,5.52,5.53,5.54,5.55, 5.56,5.57,5.58,5.59,5.60**	**Theme-**Beliefs and moral values **DRE - Key Question-** Do beliefs in Karma, Samsara, and Moksha help Hindus lead good lives? **PBS** – **Key Question** – To what extent do religious beliefs influence and encourage 'good' behaviour? How might beliefs and community shape a person's identity? **AF – Believing/Behaving Objectives-** *Learning to understand the impact of certain beliefs on a Hindu's life is a best way. (Spiritual/Moral)* **Religion-**Hinduism **5.61,5.62,5.63,5.64,5.65, 5.66,5.67,5.68,5.69,5.70**	**Theme-**Beliefs and Practices **DRE - Key Question-** What is the best way for a Christian to show commitment to God? **PBS** – **Key Question** – To what extent does participating in worship and/or prayer generate a sense of belonging? **AF – Believing/Behaving Objectives-** *Learning to understand how Christians show their commitment to God and to evaluate if there is a best way. (Spiritual/Cultural)* **Religion-** Christianity **5.71,5.72,5.73,5.75,5.76, 5.77,5.80**

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Arts and Creativity	**Music**: **Listening & Appraising -** Understanding how pulse, rhythm and pitch work together. Listening with attention to detail, recognising styles of music and instruments. **Singing -** Recall vocal sounds with increasing aural memory. Continue to sing in an ensemble, with increasing confidence and precision. **M2.1, M2.3, M2.5, M2.6** **Theme:** **Livin' On A Prayer** Classic rock music, Bon Jovi	**Music**: **Playing -** Play classroom instruments in a group/band/ensemble. (Recorders and Glockenpiels) **Improvisation –** Improvise with increasing confidence using own voice, rhythms and varied pitch. **M2.1, M2.2, M2.3, M2.5** **Theme:** **Classroom Jazz 1** Three Note Bossa and Five Note Swing ***Musician Study: Louis Armstrong, Jazz.***	**Music**: **Listening & Appraising -** Find and internalise pulse using movement. Use correct musical language consistently, to describe music and your feelings towards it. **Singing -** Sing with expression, emotion and diction. Continue to sing in an ensemble with increasing confidence and precision. **M2.1, M2.3, M2.5, M2.6** **Theme:** **Make You Feel My Love** Pop ballads, Bob Dylan & Adele	**Music**: **Playing -** Continue to learn to play tuned percussion instruments in a group/band/ensemble. Explore the link between sound and symbol (simple, formal music notation). (Recorders and Glockenpiels) **Improvisation –** Explore and create own responses, melodies and rhythms. **M2.1, M2.2, M2.3, M2.4, M2.5** **Theme:** **The Fresh Prince of Bel Air** Old School Hip Hop	**Music**: **Composition & Playing -** Create own responses, melodies & rhythms. Begin to record these using formal notation, building on understanding of link between sound and symbol. Respect and improve work together. (Glockenspiels) **M2.1, M2.2, M2.3, M2.4, M2.5, M2.6** **Theme:** **Reflect, Rewind and Replay** Bringing together musical learning to compose own melodies. Consolidating musical learning.	**Music**: **Listening & Appraising -** Recognise different musical styles from different times and traditions. Discuss the dimensions of music (Pulse, rhythm, pitch, dynamics, tempo, texture, structure & timbre) **Singing -** Continue to sing in an ensemble, with increasing confidence, precision and diction, building on understanding of vocal health. **M2.1, M2.3, M2.5, M2.6** **Theme:** **Dancing In The Street** Motown style music from the 80s
	Art: **Appraisal & Appreciation** Describe and discuss work of a famous artist / architect / designer. Discuss artist's technique and use technical vocabulary to appraise. Create own responses to artist's work. **A2.1, A2.3** **Theme:** **Claude Monet**, Impressionist landscape paintings, school pond	**Art**: **Skills & Technique** **Drawing** Draw with correct proportions, using line tone and shading in three dimension **A2.1, A2.2, A2.3** **Theme:** Creating pictures linked to work of Marianne North	**Art:** **Appraisal & Appreciation** Research and discuss work of a famous artist / architect / designer. Discuss artist's technique and use technical vocabulary to appraise. Create own responses to artist's work. **A2.1, A2.3** **Theme:** Fibonacci spiral	**Art:** **Exploring Media** Add **collage** to a painted, drawn or printed background using a range of media. **A2.1, A2.2, A2.3** **Theme:** Creating Roman Mosaics	**Art:** **Exploring Media** **Clay - coils** Develop skills in using **clay**, including coils. Plan a sculpture through drawing and other preparatory work **A2.1, A2.2, A2.3** **Theme:** Design and model Indian water pot (Kara)	**Art:** **Skills & Technique** **Painting** Mix colours correctly, also experiment with using layers to create new colours. Divide foreground from background or demonstrate tones **A2.1, A2.2, A2.3** **Theme:** Still life painting boxing gloves

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	Drama: **Oracy** Tell a story using notes designed to cue techniques, such as repetition, recap and humour **Learn choral piece** **D2.4, D2.7, D2.8, D2.9, D2.11** **Theme:** Flanders Fields	**Drama**: **Drama** Reflect on how working in role helps to explore complex issues. **D2.1, D2.2, D2.3, D2.4, D2.5** **Theme:** Hot seating Ernest Shackleton	**Drama**: **Oracy** Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language **D2.1, D2.2, D2.3, D2.4, D2.5, D2.6, D2.7, D2.8, D2.9, D2.10** **Theme:** Debate on who is the most influential mathematician from the 2 chosen as a class	**Drama**: **Drama** Perform a scripted scene making use of dramatic conventions. **D2.4, D2.7, D2.8** **Theme:** Iron Man Chpt 2, children writing and performing own playscripts	**Drama**: **Oracy** Use and explore different question types. **Learn choral piece** **D2.1, D2.2, D2.3, D2.4, D2.5, D2.6, D2.7, D2.8, D2.9, D2.10** **Theme:** Tyger Tyger poem	**Drama**: **Drama** Use and recognise the impact of theatrical effects in drama. **D2.1, D2.2, D2.3, D2.4, D2.5** **Theme:** Film – Piano, use Greenscreen to portray a scene

Citizenship and Ethics	**Consequences of Anti-Social & Aggressive Behaviour** Growth Mindset. School rules: Rewards and Consequences Learning Charter Being me in Britain. Setting goals (assembly led) Safeguarding: Peer on Peer - bullying and discrimination. Being Safe: Fire Safety, Railway Safety. Caring friendships: ups and downs, working through problems to repair friendships, resorting to violence is never right. Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Democracy Rule of law Mutual respect and tolerance Picture News: Weekly Lesson Starter Covid-19 Hygiene and safety measures One Decision: Keeping & Staying Safe One Decision: Computer Safety Five Ways of Wellbeing: Keep Learning – Introduction to '5 ways' and Setting Goals **2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.18, 2.24, 2.25, 2.28, 2.29, 2.32, 2.34, 2.36, 2.38**	**How to Cope with Peer Pressure** Resisting pressure to do something dangerous. The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. COP Lesson: Linked to the annual conference Being safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources. Families & People Who Care for Me: The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Stable, caring relationships, which may be of different types, are at the heart of happy families. Online Relationships: Mobile phone and app/gaming safety. How information and data is shared and used online Safeguarding: Grooming & Sexting Mutual respect and tolerance Armistice assembly and Poppy sales in school Individual Liberty Picture News Weekly Lesson Starter One Decision: Being Responsible One Decision: Keeping & Staying Safe Five Ways of Wellbeing: Give – Linked to Responsibilities to the community **2.1, 2.2, 2.3, 2.8, 2.9, 2.10, 2.11, 2.12, 2.23, 2.24, 2.25, 2.26, 2.28, 2.30, 2.32, 2.34, 2.36**	**Tolerance & Cultural History** Appreciate the range of national, regional, religious, genders and ethnic identities in the UK. Different cultures. Judging by appearances. Lesson linked to Children's Mental Health Week (February) Safeguarding: Discrimination / Faith Abuse Respectful relationships: the conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Family & People Who Care for Us: marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Mutual respect and tolerance Individual Liberty Picture News Weekly Lesson Starter One Decision: Growing & Changing (Relationship's tab) Five Ways of Wellbeing: Connect – Linked to Respecting people who are different and Children's Mental Health Week. **2.1, 2.2, 2.3, 2.9, 2.11, 2.12, 2.15, 2.25, 2.26, 2.27, 2.28, 2.29, 2.32, 2.36**	**Long-standing Ethical Dilemmas** Work of Samaritans Ethical dilemmas they might face. Refugees The Humans Right Act Investigate and contrast the vast differences of citizens in the UK, from economic to regional identities. Analyse and reflect the choices in a range of ethical dilemmas and how this relates to the long-term actions and laws the world undertakes to help others. Respectful Relationships: Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Individual liberty Democracy Picture News Weekly Lesson Starter One Decision: A World without Judgment Five Ways of Wellbeing: Give – Linked to charity (the wider world) **2.1, 2.2, 2.3, 2.9, 2.11, 2.12, 2.15, 2.25, 2.26, 2.27, 2.28, 2.29, 2.32, 2.36**	**Democracy – What is The Cabinet?** Prime minister's role and responsibilities Cabinet ministers Differences between Parliament and government Understand that Parliament is made up of the Commons, the Lords and the monarch. Describe how the UK government is formed and compare this with parliament Analyse and reflect the choices in a range of ethical dilemmas and how this relates to the long-term actions and laws the world undertakes to help others. Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Influential person case study: Nelson Mandela Democracy Rule of law Individual Liberty Picture News: Weekly Lesson Starter One Decision: The Working World - Linked to Political Systems Five Ways of Wellbeing: Take Notice – Linked to Health & Wellbeing (being present) +Overview of the Five Ways to Wellbeing with practical lessons on safeguarding your wellbeing (yoga, art, meditation) **2.1, 2.2, 2.3, 2.11, 2.12, 2.13, 2.16, 2.25, 2.32, 2.33, 2.36**	**Drought / water pollution** **Drought / water pollution** Water cycle. Water as an energy source. Body changes and puberty (link to S&T) Bacteria Bikeability (link to P&EH). Create and apply actions that sustain a healthy lifestyle. Understand that there are many influences and dilemmas that affect a healthy lifestyle. Explain and justify the impact of natural disasters on the local and international environment. Mutual respect Picture News: Weekly Lesson Starter One Decision: Feelings & Emotions (mental health) + Growing & Changing (physical health) Five Ways of Wellbeing: Active – Linked to Sports Week **2.1, 2.2, 2.3, 2.11, 2.12, 2.14, 2.16, 2.19, 2.20, 2.25, 2.26, 2.31, 2.32, 2.34, 2.36**

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Physical Health	**Invasion Games- Rugby** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e **Dance - Scottish Dancing** Exploring the style of highland dancing; straight back and quick moving step work and partner work P – perform dances based on other countries and cultures. (arts and culture week) C – Manipulate steps and create dance phrases in pairs and small groups. A – Identify the effectiveness of own and others choreography ***1a, 1c, 1d, 1e***	**Invasion Games- Football** running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e **Gymnastics** Use, jumping in isolation and in combination, develop flexibility, strength, technique, compare their performances with previous ones P – perform dances with complex formations, unison and canon. C – compose and manipulate own and others motifs. A – Explore the themes and ideas expressed through contemporary dance. ***1a, 1c, 1d, 1e***	**Invasion Games- Hockey** running, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e*** **Gymnastics** Use, balance on different body parts to perform sequence of movements, inclusive of rolling on small and large apparatus. ***1a, 1c, 1e***	**Invasion Games- Netball** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e*** **Dance – Indian Dance** Teaching gesture and dynamics of Bollywood Dance using unison and cannon, repetitive motifs, producing, and recording whole class dance, which is evaluated in peer groups. ***1a, 1c, 1d, 1e***	**Athletics** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e **Cricket** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e***	**Athletics** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones 1a, 1b, 1c, 1e **Tennis** running, throwing and catching, play competitive games, develop flexibility, strength, technique, compare their performances with previous ones ***1a, 1b, 1c, 1e***

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Emotional Health	**S&T:** Cracking potato cake Healthy Eating: the principles of planning and preparing a range of healthy meals **C&E** Consequences of Aggressive Behaviour Growth Mindset. School rules: Rewards and Consequences Learning Charter Caring friendships: ups and downs, working through problems to repair friendships, resorting to violence is never right. Physical Health and Wellbeing: physical health and fitness, seeking support Online Relationships: the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.	**C&E** How to Cope with Peer Pressure Mental Wellbeing: range of emotions Being safe: how to ask for advice or help for themselves or others, and to keep trying until they are heard. How to report concerns or abuse, and the vocabulary and confidence needed to do so. Where to get advice e.g. family, school and/or other sources. Families & People Who Care for Me: The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members. Stable, caring relationships, which may be of different types, are at the heart of happy families Physical Health & Wellbeing: Health and Prevention - Sun safety Physical health and Wellbeing: Internet Safety and harm - on-line abuse and mental health. Reporting concerns. Relationships Education: Online Relationships - Mobile phone and app/gaming safety. How information and data is shared and used online	**C&E** Tolerance & Cultural History Celebrating and accepting differences. Judging by appearances. Respectful relationships: the conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. Safeguarding: Discrimination / Faith Abuse Family & People Who Care for Us: marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. Mental Wellbeing: self-care techniques Internet safety and harm: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	**S&T** Food Tech: Spanish tortilla ***C1, C3*** **C&E** Work of Samaritans Ethical dilemmas they might face. Respectful Relationships: Listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. Mental Wellbeing how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	Respectful relationships: that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. Internet safety & harms: being a discerning consumer of information Mental wellbeing: where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	**S&T** Human lifecycle, growth, development, body changes, puberty and old age **C&E** Water as an energy source. **Education outside the classroom:** Mobile Caving, Bikeability Physical Health & Wellbeing: Health and prevention -allergies, immunisation and vaccination. Health and Wellbeing: Changing adolescent body - changes 9-11 Physical health and fitness: the characteristics and mental and physical benefits of an active lifestyle.

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Computing and Education Technology	**Create PowerPoint on Life Cycle and Explain Everything to design Marianne North fact file (Presentational Skills)** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs or files. Explain Everything(ICT) Relationships Education: Online Relationships - ICT Sid's Top Tips. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. Respectful relationships: about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. (link to C&E) ***2.4, 2.5, 2.6***	**Discuss and design a poster to show how to use mobile and gamming apps safely (Online Safety)** Understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online Physical health and Wellbeing: Internet Safety and harm - on-line abuse and mental health. Reporting concerns. Relationships Education: Online Relationships - Mobile phone and app/gaming safety. How information and data is shared and used online Mobile phone and app/gaming safety (link to C&E) Sid's Top Tip poster(C&E) ***2.4, 2.5***	**Create a Quiz on WW1 using the timer and if/else statements with Scratch (Coding)** Create a game which has a timer and score pad. Use variables to control the objects in the game. Create loops using the timer and If/else statements. Internet safety and harm: how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ***2.1, 2.2, 2.3*** ***Create WW1 Quiz(P&T)***	**Work out the formula of area and perimeter of rectangles (Spreadsheets)** Use a spreadsheet to work out the formula of area and perimeter of rectangles. Create a formula that will work out how many days there are in x number of weeks or years ***2.6*** ***Linked to Maths-Work out formula of area and perimeter***	**Collect data and create a table and a graph to show population of different regions in India (Create Database)** How to search for information on a database, create a database around a chosen topic Physical health and Wellbeing: Internet safety & harms – being a discerning consumer of information ***2.5, 2.6*** ***Linked to P&T-Create database on the population of different regions in India***	**Design and print a boxing ring using MakerBot (3D Modelling)** Understand designing for a purpose. Understand printing and making ***2.2, 2.6*** ***Linked to S&T - 3D Printer*** ***Green Screen linked to Literacy – The Piano***

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P4C	1. Is it important to be honest or kind? (F&B) 2. What is bravery? 3. Is it fair to care about some people more than others? (C&E) 4. Is it good to be given homework? (Maths) 5. Is it good idea to have themed week? (S&T) 6. Can we as individuals make a difference to river pollution? (P&T)	1. What makes good leader? (P&T) 2. Should you always follow the crowd? (C&E) 3. Are all faiths equal? (F&B) 4. Is it good to be on social media? (ICT) 5. Is the universe eternal? (S&T) 6. Should a punishment be proportionate to the offence? (A&C)	1. Is it important to always to tell the truth? (LOL) 2. If you could choose just one thing to change about the world, what would it be? (P&T) 3. Why is it important to learn about other religions? (F&B) 4. Is it okay to be different? (S&T) 5. Should we judge others by how they look? (PE) 6. Is it more important to be liked or respected? (C&E)	1. Is it worse to fail at something or never attempt it in the first place? (C&E) 2. What makes a good friend? (F&B) 3. What is freedom? (P&T) 4. What would you do if your family won the lottery? (Maths) 5. Should displaced people have a choice of where to live? (C&E) 6. If you had an extra hour in everyday how would you use it and why? (Maths)	1. What's more important to have, basic literacy or basic numeracy? (Lit and Num) 2. Should we think first before we speak? (C&E) 3.Is it more important to give or to receive? (F&B) 4.Was it good that the Romans invaded Britain? (P&T) 5.Where would we be if the apple had not fallen on Isaac Newton? (S&T) 6.Should Captain Moore be Knighted? (C&E)	1. Are all people created equally? (C&E) 2.What qualities do you need to be a good Sportsperson? (Physical and emotional health) 3. Should men and women compete against each other in sports? (P&T) 4.What is the best age to be? (Science & Technology) 5. Is it okay to change from one religious belief to another? (F &B) 6. Are we doing enough to help reduce the plastic in ocean? (P&T)
Mandarin	Can I review tones in the context of numbers? Can I learn language for speaking Chinese on the phone? Can I learn language for speaking Chinese on the phone? Can I review prior language learned by having a dialogue on a pretend telephone? Can I review Chinese writing rules by learning to write the numbers six and seven? Can I review Chinese writing rules by learning to write the numbers six and seven?	Can I learn how to ask and say which country I am from? Can I simulate a dialogue between a Chinese and British person? Can I have extended conversations in Mandarin? Can I learn words for food and drink? Can I learn how to say what I like and don't like to eat and why? Can I learn how to say what I like and don't like to eat and why?	Can I learn how to buy things in Chinese in preparation for a visit to a Chinese supermarket or role play? Can I learn how to haggle in Chinese to practice bigger numbers and be able to count in hundreds? Can I review and learn how to write '去 'meaning 'to go'? Can I learn about Chinese dining etiquette in preparation for a visit to a Chinese restaurant/role play? Can I learn how to order food and drinks in Chinese and how to settle the bill? Can I learn how to order food and drinks in Chinese and how to settle the bill?	Can I learn different times of day and associated greetings and how to tell the time in Chinese? Can I learn to ask and say where I am going and at what time? Can I learn to ask and say where I am going and at what time? Can I extend and practice previous conversational dialogues? Can I learn to say some different Chinese city names for tone practice? Can I learn how to ask and say where my home is?	Can I plan for a trip or imaginary trip to China and write to my real/imaginary e-pals? Can I learn how to type in Chinese so one can make a blog or diary to write about what they did on the trip? Can I learn how to type in Chinese so one can make a blog or diary to write about what they did on the trip? Can I write the blog/diary using all prior language learnt? Can I revise all content learnt so far? Can I complete a YCT 1 Mock Assessment?	Can I revise all content learnt so far? Can I revise my knowledge for a YCT 1 assessment? Can I revise all content learnt so far? Can I revise my Mandarin knowledge for a YCT 1 assessment? Can I complete a YCT 1 Assessment? Can I play Mandarin games?

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Maths	**NUMBER** **Number and Place Value** Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. order a set of multi-digit numbers from smallest to largest - 37 700, 737 570, 737 507, 37 570 Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 e.g. 197 000, 198 000, 199 000, 200 000, 201 000… Round any number up to 1 000 000 to the nearest 10, 100 and 1000 e.g. 265 946 to the nearest 1000 (266 000) Solve number problems and practical problems that involve number, place value and rounding e.g. What number is halfway between 560 500 and 560 600?	**NUMBER** **Multiplication and Division** Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally drawing upon known facts e.g. 60×9 **Fractions (including decimals and percentages)** Know that percentages, decimals and fractions are different ways of expressing proportions Count forwards and backwards in fractions and decimals bridging zero	**NUMBER** **Number and Place Value** Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the smallest integer you can make using all of these digits: 8, 1, 0, 5, 6? Count forwards or backwards in steps of powers of 10 from any given number up to 1,000,000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero *e.g. count back in threes: 8, 5, 2, -1, -4, -7…* Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems	**NUMBER** **Addition and Subtraction** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why *e.g. I bought some stickers on Monday; on Tuesday I bought 20 more than I bought on Monday; now I have 70; how many stickers did I buy on Monday?*	**NUMBER** **Number and Place Value** Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. What must be added to 37 500 to change it to 67 500? Count forwards or backwards in steps of powers of 10 from any given number up to 1 000 000 Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers through zero Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 Solve number problems and practical problems that involve number, place value and rounding. e.g. The	**NUMBER** **Number and Place Value** Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. e.g. MCMXIV (1914) **Multiplication and Division** Solve problems involving multiplication and division where larger numbers are used by decomposing them into their factors e.g. 828÷36 = (828÷4) ÷9 = 207÷9 = 23 Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally drawing upon known

	560 600? Revise Roman Numerals to 1000 and be able to calculate time using a Roman Numeral clock **Addition and Subtraction** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers e.g. 15 400 – 2000 = 13 400 Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and	Compare and order fractions whose denominators are all multiples of the same number e.g. put these fractions in order from the smallest: $^{5}/_{12,}$ $^{5}/_{6}$, $^{11}/_{12,}$ $^{2}/_{3}$ Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths making links to decimals and measures e.g. $^{37}/_{100}$ metre = 0.37m Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction e.g. 43% = $^{43}/_{100}$ = 0.43 Recognise that percentages are proportions of quantities e.g. 40% of	that involve number, place value and rounding *e.g. What is the largest 4-digit number whose digits sum to 20? (9920).* Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule e.g. find the rule and complete the sequence: ___, 16, 8, 4, ___, 1, 0.5, ___ (rule is: halve previous number) **Multiplication and Division** Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply and divide whole numbers and	**Multiplication and Division** Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations Know and use the vocabulary of prime numbers and composite (non-prime) numbers Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers Multiply and divide numbers mentally drawing upon known facts e.g. 630÷9 Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders	distance to the bus stop is 1km to the nearest 100m; what is the shortest distance it could be? Recognise and describe linear number sequences, including those involving fractions and decimals, and find the term-to-term rule e.g. find the rule and complete the sequence: ___, 16, 8, 4, ___, 1, 0.5, ___ **Addition and Subtraction** Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Add and subtract numbers mentally with increasingly large numbers e.g. 12 462 – 2 300 = 10 162 Use rounding to check answers to calculations and	facts e.g. 840÷12 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.eg a toymaker can make 8 toys in 2 hours; how many toys can he make in 5 hours? **Fractions (including decimals and percentages)** Identify, name and write equivalent fractions of a given fraction, represented visually, including

	why e.g. I have read 124 of the 526 pages of my book; how many more pages must I read to reach the middle? **Multiplication and Division** Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations Know and use the vocabulary of prime numbers and composite (non-prime) numbers Establish whether a number up to 100 is prime and recall prime numbers up to 19 Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 e.g. 456÷100=4.56 Solve problems	the class are boys; what percentage are girls? As well as operators on quantities e.g. find 40% of 30 children. **MEASUREMENT** **Measurement** Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) e.g. 15.7cm = 157mm Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres e.g. find the perimeter of an L shape where one or two side lengths are not given Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square	those involving decimals by 10, 100 and 1000 Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign e.g. There are 6 shelves of books; 3 shelves hold 35 books each, one shelf holds 45 books and the top two shelves have the same number of books on each; there are 200 books altogether; how many books are on the very top shelf? **Fractions (including decimals and percentages)** Know that percentages, decimals	appropriately for the context e.g. 98 ÷ 4 = 24 r 2 = 24½ = 24.5 ≈ 25 **Fractions (including decimals and percentages)** Mentally add and subtract: ○ tenths e.g. 0.8 + 0.9 ○ one-digit whole numbers and tenths e.g. 3.1 – 2.9 ○ complements of 1 e.g. 0.83 + 0.17 = 1 Add and subtract decimals with a different number of decimal places e.g. 102.3 + 97.82 Round decimals with two decimal places to the nearest whole number and to one decimal place e.g. 27.59=27.6 (1d.p.) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	determine, in the context of a problem, levels of accuracy Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why e.g. Write a number story for this number sentence: 3709=4562+234-1087 **Multiplication and Division** Continue to practise and apply multiplication tables and related division facts, committing them to memory and using them confidently to make larger calculations Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers Know and use the vocabulary of prime numbers, prime factors and composite	tenths and hundredths and extending to thousandths, making links to decimals and measures e.g. 755/1000 kg = 0.755kg Connect fractions >1 to division with remainders e.g. 37/5 = 37÷5=72/5 Connect multiplication by a fraction to using fractions as operators e.g. 8/5 of 40 = 40 × 8/5 Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. e.g. use egg boxes to represent 2 5/6 × 3 = 6 15/6= 8 3/6 = 8½ Read and write decimal numbers as fractions e.g. 0.8=4/5 Mentally add and subtract: o tenths e.g. 0.8 + 0.9 – 0.2 o one-digit whole

	involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign e.g. 40×8=500 - **Fractions (including decimals and percentages)** Mentally add and subtract: o tenths e.g. 0.8 - 0.3 o one-digit whole numbers and tenths e.g. 3.4 + 2.6 o complements of 1 e.g. 0.85 + 0.15 = 1 **MEASUREMENT** **Measurement** Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling **GEOMETRY** **Properties of Shapes** Draw lines accurately	metres (m^2) and estimate the area of irregular shapes **GEOMETRY** **Properties of Shapes** **I**dentify 3-D shapes, including tetrahedrons, cubes and other cuboids, from 2-D representations e.g. using isometric paper **Position and Direction** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **STATISTICS** **Use and Interpret Data** Complete, read and interpret information in tables, including timetables and pictograms **Competencies** 2D Shapes Time	and fractions are different ways of expressing proportions Count forwards and backwards in fractions and decimals bridging zero Compare and order fractions whose denominators are all multiples of the same number Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths *making links to decimals and measures* Connect fractions >1 to division with remainders e.g. $^5/_4$ = $5÷4=1^1/_4$ Recognise mixed numbers and improper fractions and convert from one form to the other *e.g.* $5\ ^2/_3 = {}^{17}/_3$ and write mathematical	e.g. 650/1000 = 65/100 = 0.65; Read, write, order and compare numbers with up to three decimal places e.g. put these decimals in order starting from the smallest: 0.457, 0.42, 0.46, 0.426 Solve problems and puzzles involving number up to three decimal places, checking the reasonableness of answers **MEASUREMENT** **Measurement** Estimate volume e.g. using 1cm3 blocks to build cubes and cuboids and capacity e.g. using water Solve problems involving converting between units of time e.g. write these lengths of time in order, starting with the smallest: 250sec, 90min, ½ hour, 4min Use all four operations	(non-prime) numbers e.g. prime factors of 60=2×2×3×5 Recognise and use square numbers and cube numbers, and the notation for squared (^{2}) and cubed (^{3}) Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign **Fractions (including decimals and percentages)** Know that percentages, decimals and fractions are different ways of expressing proportions Count forwards and backwards in fractions and decimals bridging zero Compare and order	numbers and tenths e.g. 7.4 – 6.6 o complements of 1 e.g. 0.83 + 0.17 = 1 Add and subtract decimals with a different number of decimal places e.g. 98.4 – 9.7 Round decimals with two decimal places to the nearest whole number and to one decimal place Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents e.g. 782/1000 = 7/10 + 8/100 + 2/1000 Read, write, order and compare numbers with up to three decimal places e.g. put these decimals in order starting from the smallest: 0.471, 0.46, 0.4, 0.465, 0.5 Solve problems and puzzles involving number up to three

	to the nearest millimetre and use conventional markings for parallel lines and right angles Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Use the properties of rectangles to deduce related facts and find missing lengths and angles e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles… **Competencies** Square Numbers Roman Numerals (F)		statements >1 as a mixed number e.g. $^2/_5 + {}^4/_5 = {}^6/_5 = 1^1/_5$ Add and subtract fractions with the same denominator and multiples of the same number e.g. 2/3 + 1/6 = 5/6 Find fractions of numbers and quantities e.g. $^3/_4$ of £14 Connect multiplication by a fraction to using fractions as operators e.g. $^2/_3$ of 12 = 12 × $^2/_3$ Read and write decimal numbers as fractions Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction Recognise that	to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling **GEOMETRY** **Properties of Shapes** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (°) Identify: o angles at a point and one whole turn (total 360°) o angles at a point on a straight line and ½ a turn (total	fractions whose denominators are all multiples of the same number Recognise mixed numbers and improper fractions and convert from one form to the other e.g. 5 2/3 = 17/3 and write mathematical statements >1 as a mixed number Add and subtract fractions with the same denominator and multiples of the same number e.g. 2/5 + 7/10 = 11/10 = 11/10 Find fractions of numbers and quantities e.g. 7/8 of 240ml **MEASUREMENT** **Measurement** Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and	decimal places, checking the reasonableness of answers Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per hundred", and write percentages as a fraction with denominator hundred, and as a decimal fraction Recognise that percentages are proportions of quantities e.g. 30% voted 'yes', 45% voted 'no' and the rest did not vote; what percentage did not vote? as well as operators on quantities e.g. find 45% of 160 Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.

			percentages are proportions of quantities as well as operators on quantities Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those with a denominator of a multiple of 10 or 25.e.g. $^{12}/_{20}$ = $^{60}/_{100}$ = 0.6 = 60% **MEASUREMENT** **Measurement** Convert between different units of measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) e.g. 3.7 litres = 3700ml Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres e.g. given the perimeter and length of a rectangle,	180°) o other multiples of 90° Use angle sum facts and other properties to make deductions about missing angles Use the properties of rectangles to deduce related facts and find missing lengths and angles e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles… Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals, e.g. using dynamic geometry ICT tools. **STATISTICS** **Use and Interpret Data** Complete, read and	millilitre) e.g. 2.2m = 2200mm Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes e.g. investigate possible rectangles with the same area as a particular square Estimate volume e.g. using 1cm3 blocks to build cubes and cuboids and capacity e.g. using water Solve problems involving converting between units of time e.g. three children share a trophy for 8 weeks and 4 days; they each have it for	*e.g. John ate $^{4}/_{5}$ of a 20cm jelly snake; Jane ate 0.7 of her 20cm jelly snake; how much more has John eaten?* **GEOMETRY** **Properties of Shapes** Identify 3-D shapes, including cubes and other cuboids, from 2-D representations Draw lines accurately to the nearest millimetre and use conventional markings for parallel lines and right angles. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles Draw given angles, and measure them in degrees (°) Identify: o angles at a point and one whole turn (total 360°) o angles at a point on a straight line and ½ a turn (total

			calculate its width,w, expressing it algebraically e.g. 20 = (2×7) + 2w Calculate and compare the area of squares and rectangles including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes **GEOMETRY** **Position and Direction** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. ***(Maths Week) Interpret data from scatter and line graphs and draw graphs relating two variables arising from their own enquiry (R).***	interpret information in tables, including timetables. Solve comparison, sum and difference problems using information presented in a line graph e.g. on a distance-time graph, how long did it take to travel a particular distance? Connect work on coordinates and scales to their interpretation of time graphs **Competencies** Conversion Equivalent Fractions (F) .	the same length of time; how long does each child keep the trophy? Use all four operations to solve problems involving measure (e.g. length, mass, volume, money) using decimal notation including scaling Calculate the area of scale drawings using given measurements. e.g. calculate the area of a 5cm × 3cm garden on a scale drawing with a scale 1cm:2m (60m2) Understand and use equivalences between metric and common imperial units such as inches, pounds and pints e.g. Given that an inch is approximately 2.5cm, calculate the metric equivalent of a foot (12 inches) **Consolidate:** **Times tables** to x12 and extend to x25 x50	180°) o other multiples of 90° Use angle sum facts and other properties to make deductions about missing angles Use the properties of rectangles to deduce related facts and find missing lengths and angles e.g. all angles are right angles, diagonals are congruent (same length) and bisect each other (divide into two equal parts), one diagonal separates the rectangle into two congruent triangles… Use the term diagonal and make conjectures about the angles formed by diagonals and sides, and other properties of quadrilaterals, e.g. using dynamic geometry ICT tools. Distinguish between regular and irregular polygons based on reasoning about equal

			Financial Literacy Profit and Loss **Competencies** 3D Shapes Angles (F)		and x15. (F) **Competencies** Percentage Fraction Decimals (F)	sides and angles e.g. sort triangles and quadrilaterals into regular and irregular sets, realising that only the equilateral triangles and the squares are regular **Position and Direction** Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **STATISTICS** **Use and Interpret Data** Complete, read and interpret information in tables, including timetables. Solve comparison, sum and difference problems using information presented in line graphs Connect work on coordinates and scales to their

						interpretation of time graphs Begin to decide which representations of data are most appropriate and why ***Sports Week: Creating pie charts using data from a school sports survey.*** **Consolidate:** Times table to x12 and extend to x25 x50 and x15. (F)