



Leigh and Bransford Primary School

Upper Key Stage two – Long term plan

Year 5

	<u>Term 1: Autumn 1</u>	<u>Term 2: Autumn 2</u>	<u>Term 3: Spring 1</u>	<u>Term 4: Spring 2</u>	<u>Term 5: Summer 1</u>	<u>Term 6: Summer 2</u>
Science	<p><u>Living things and their habitats</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 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 and animals <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Record observations and make comparisons Systematically use appropriate scientific language. Select a range of appropriate sources of information including books and internet. 	<p><u>Animals, including humans</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> RSE-describe the changes as humans develop to old age to understand how their bodies and emotions will change as they approach and move through puberty <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Record observations and make comparisons Systematically use appropriate scientific language. Select a range of appropriate sources of information including books and internet. Understand the difference between 	<p><u>Properties and changes of materials</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> compare and group together everyday materials on the basis of their properties know that some materials will dissolve in liquid to form a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Recognise the key factors to be considered in carrying out a fair test Select apparatus for a range of tasks 	<p><u>Properties and changes of materials</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> give reasons for the uses of everyday materials demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials-irreversible changes. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Recognise the key factors to be considered in carrying out a fair test Select apparatus for a range of tasks Plan to use apparatus effectively 	<p><u>Earth and Space</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Record observations and make comparisons Systematically use appropriate scientific language. Select a range of appropriate sources of information including books and internet. 	<p><u>Forces</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <ul style="list-style-type: none"> gravity air resistance water resistance friction levers, pulleys and gears

	<ul style="list-style-type: none"> Ask questions and suggest reasons for similarities and differences. 	quantitative and qualitative data	<ul style="list-style-type: none"> Plan to use apparatus effectively Begin to make repeat observations and measurements systematically. Make predictions based on their scientific knowledge and understanding. Draw conclusions that are consistent with the evidence Relate evidence to scientific knowledge and understanding Offer explanations for any differences in their results Make practical suggestions on how their working methods could be improved. 	<ul style="list-style-type: none"> Begin to make repeat observations and measurements systematically. Make predictions based on their scientific knowledge and understanding. Draw conclusions that are consistent with the evidence Relate evidence to scientific knowledge and understanding Offer explanations for any differences in their results Make practical suggestions on how their working methods could be improved. 	<ul style="list-style-type: none"> Ask questions and suggest reasons for similarities and differences. 	<p>PROGRESSION</p> <ul style="list-style-type: none"> Recognise the key factors to be considered in carrying out a fair test Record observations and make comparisons Systematically use appropriate scientific language. Make predictions based on their scientific knowledge and understanding. Draw conclusions that are consistent with the evidence Make practical suggestions on how their working methods could be improved.
Art and design	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> To create sketchbooks to record their observations and use them to review and revisit ideas. To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Become proficient in drawing, painting, sculpture and other art, craft and design techniques. Evaluate and analyse creative works using the language of art, craft and design to improve their mastery of art and design techniques. To improve their mastery of art and design techniques. 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture. A three-dimensional piece of artwork. Create sketchbooks to record their observations and use them to review and revisit ideas. Learn about great artists, architects and designers in history 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Improve their mastery of art and design techniques, including drawing, painting and sculpture. A three-dimensional piece of artwork. Create sketchbooks to record their observations and use them to review and revisit ideas. Learn about great artists, architects and designers in history

<p>charcoal, paint, clay].</p> <p>3. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>4. Evaluate and analyse creative works using the language of art, craft and design.</p> <p>5. To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>6. A three-dimensional piece of artwork with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p><u>PROGRESSION</u></p> <p><u>Art and design:</u></p> <ol style="list-style-type: none"> 1. Introduction to sketchbooks 2. Design: little inventors 3. Drawing: A walking line 4. Drawing: Picture the poet. 	<p>3. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p>4. Evaluate and analyse creative works using the language of art, craft and design.</p> <p>5. To improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>6. A three-dimensional piece of artwork with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p><u>PROGRESSION</u></p> <p><u>Art and design:</u></p> <ol style="list-style-type: none"> 1. Drawing: packaging collage 1 2. Painting: packaging collage 2 3. Learning about... how artists work <p>Artists – Leonardo da Vinci, Paul Klee</p> <ul style="list-style-type: none"> • Further develop drawing from observation. Draw using perspective, mathematical 	<p>range of materials [for example, pencil, charcoal, paint, clay].</p> <p>4. with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>5. About great artists, architects and designers in history.</p> <p><u>PROGRESSION</u></p> <p><u>Every picture tells a story</u></p> <ol style="list-style-type: none"> 1. Clacton Pigeon Mural-Banksy 2. Andy Warhol's-Rorschach 3. Emojis 4. The Front Line: John Singer Sargent 5. Magdalene Odundo <p>Artists – Banksy, Hermann Rorschach, John Singer Sargent</p> <ul style="list-style-type: none"> • Select and mix more complex colours to depict thoughts and feelings. • Further extend their ability to describe and model form in 3D using a range of materials. • Extend and develop a greater understanding of applying expression when using line. 	<p>4. Based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>5. Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, • Develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>PROGRESSION</u></p> <p><u>Art and Design: design for a purpose</u></p> <ol style="list-style-type: none"> 1. Coat of arms 2. Designing spaces 3. Changing spaces 4. What's in a name? 5. Adverts 	<p>5. Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p><u>PROGRESSION</u></p> <p><u>Formal elements: Architecture</u></p> <ol style="list-style-type: none"> 1. House drawing 2. House monoprints 3. Hundertwasser House <p>Artists - Hundertwasser</p> <ul style="list-style-type: none"> • Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line • Control brush strokes and apply tints and shades when painting. Paint with greater knowledge and expression. • Select and mix more complex colours to depict thoughts and feelings. • Construct patterns through various methods to develop their understanding. 	<p>5. Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p><u>PROGRESSION</u></p> <p><u>Formal elements: Architecture</u></p> <ol style="list-style-type: none"> 1. Be an architect 2. Monument <p>Artists - Hundertwasser</p> <ul style="list-style-type: none"> • Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line • Control brush strokes and apply tints and shades when painting. Paint with greater knowledge and expression. • Select and mix more complex colours to depict thoughts and feelings. • Construct patterns through various methods to develop their understanding. • Develop understanding of texture through
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	<p>Artists – Leonardo da Vinci, Paul Klee</p> <ul style="list-style-type: none"> • Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line • Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. • Create mixed media art using found and reclaimed materials. Select materials for a purpose. • Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. • Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. • Regularly analysing and reflecting on their intentions and choices. 	<p>processes, design, detail and line</p> <ul style="list-style-type: none"> • Control brush strokes and apply tints and shades when painting. Paint with greater skill and expression. • Create mixed media art using found and reclaimed materials. Select materials for a purpose. • Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. • Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. • Regularly analysing and reflecting on their intentions and choices. • Study the work of the artists 	<ul style="list-style-type: none"> • Construct patterns through various methods to develop their understanding. • Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. • Develop understanding of texture through practical making activities. • Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. • Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. • Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. • Develop a greater understanding of 	<p>Artists – Morag Myerscough</p> <ul style="list-style-type: none"> • Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line • Create mixed media art using found and reclaimed materials. Select materials for a purpose. • Select and mix more complex colours to depict thoughts and feelings. • Extend and develop a greater understanding of applying expression when using line. • Composing original designs by adapting and synthesising the work of others. Analyse and evaluate artists' use of shape. • Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks. • Express thoughts and feelings about familiar products. Design new architectural forms, 	<ul style="list-style-type: none"> • Develop understanding of texture through practical making activities. • Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. • Develop ideas through sketches, enhance knowledge and technique using experimental media in sketchbooks. • Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. • Study the work of the artists 	<p>practical making activities.</p> <ul style="list-style-type: none"> • Develop an increasing sophistication when using tone to describe objects when drawing. Analyse artists' use of tone. • Develop ideas through sketches, enhance knowledge and technique using experimental media in sketchbooks. • Express thoughts and feelings about familiar products. Design new architectural forms, design and invent new products, link artwork to literary sources. Create and invent for purposes. • Study the work of the artists
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	<ul style="list-style-type: none"> Study the work of the artists 		<p>vocabulary when discussing their own and others' work.</p> <ul style="list-style-type: none"> Study the work of the artists 	<p>design and invent new products, link artwork to literary sources. Create and invent for purposes.</p> <ul style="list-style-type: none"> Study the work of the artists 		
Computing	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Design, write and debug programs. Use sequence, selection and repetition. Use logical reasoning. Select, use and combine a variety of software. <p><u>PROGRESSION</u></p> <p>Unit 5.1 – we are game developers (Developing an interactive game)</p> <ul style="list-style-type: none"> Create original artwork and sound for a game. Design and create a computer program for a game. Detect and correct errors in their game. Use iterative development techniques to improve their game. 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Use logical reasoning. Understand computer networks including the internet. Use technology safely, respectfully and responsibly. <p><u>PROGRESSION</u></p> <p>Unit 5.2 – We are cryptographers (Cracking Codes)</p> <ul style="list-style-type: none"> Be familiar with semaphore and Morse code. Understand the need for private information to be encrypted. Encrypt and decrypt messages in simple ciphers. Appreciate the need to use complex passwords and keep them secure. Have some understanding of 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Use sequence, selection and repetition in programs. Use logical reasoning. Select, use and combine a variety of software. <p><u>PROGRESSION</u></p> <p>Unit 5.3 – We are artists (Fusing geometry and art)</p> <ul style="list-style-type: none"> Develop an appreciation of the links between geometry and art. Become familiar with the tools and techniques of a vector graphics package. Develop an understanding of turtle graphics. Experiment with the tools available. Develop some awareness of 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Understand computer networks including the internet. Use search technologies effectively. Select, use and combine a variety of software. Use technology safely, respectfully and responsibly. <p><u>PROGRESSION</u></p> <p>Unit 5.4 – we are web developers (Creating a website about cyber safety)</p> <ul style="list-style-type: none"> Develop their research to decide which information is appropriate. Understand some elements of how search engines select and rank results. Question the plausibility and quality of information. 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Understand computer networks including the internet. Select, use and combine a variety of software. Use technology safely, respectfully and responsibly. Be discerning in evaluating digital content. <p><u>PROGRESSION</u></p> <p>Unit 5.5 - We are bloggers (Sharing experiences and opinions)</p> <ul style="list-style-type: none"> Become familiar with blogs as a medium and a genre of writing. Create a sequence of blog posts on a theme. Incorporate additional media. Comment on the posts of others. Develop a critical, reflective view of a range of media. 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Use search technologies effectively, Select, use and combine a variety of software to design, accomplish given goals, collecting, analysing, evaluating and presenting data and information. <p><u>PROGRESSION</u></p> <p>Unit 5.6 – We are architects (Creating a virtual space)</p> <ul style="list-style-type: none"> Understand the work of architects, designers and engineers working in 3D. Develop familiarity with a simple CAD tool. Develop spatial awareness by exploring and experimenting with a 3D virtual environment. Develop greater aesthetic awareness.

		how encryption works on the web.	computer-generated art.	<ul style="list-style-type: none"> • Develop and refine their ideas and text collaboratively. • Develop their understanding of online safety and responsible use of technology. 		
Design Technology	NONE	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Understand and apply the principles of a healthy and varied diet 2. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 3. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 4. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 5. Generate, develop, model and communicate their ideas through discussion, annotated sketches, 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Understand and apply the principles of a healthy and varied diet 2. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 3. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 4. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 	NONE	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups 2. generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 3. investigate and analyse a range of existing products 4. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 5. apply their understanding of how to strengthen, stiffen 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> 1. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 2. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 3. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities. 4. Investigate and analyse a range of existing products 5. Evaluate their ideas and products against their own design criteria and

		<p>cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <ol style="list-style-type: none"> 6. Investigate and analyse a range of existing products 7. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 8. Understand how key events and individuals in design and technology have helped shape the world <p><u>PROGRESSION</u></p> <p><u>Food: Healthy eating</u></p> <ol style="list-style-type: none"> 1. From farm to fork 2. What does healthy look like? <ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients • Writing an amended method for a recipe to incorporate the 	<ol style="list-style-type: none"> 5. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques 6. Understand seasonality, and know where and how a variety of ingredients are grown, reared caught and processed. 7. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work <p><u>PROGRESSION</u></p> <p><u>Food: Healthy eating</u></p> <ol style="list-style-type: none"> 8. Adapting and improving a recipe 9. Making of own recipes <ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients • Writing an amended method for a recipe to incorporate the relevant changes to ingredients 		<p>and reinforce more complex structures</p> <ol style="list-style-type: none"> 6. understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 7. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 8. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients according to their functional properties and aesthetic qualities <p><u>PROGRESSION</u></p> <p><u>Mechanical Systems: Making a pop-up book</u></p> <ol style="list-style-type: none"> 1. Pop-up book page design 2. Making a pop-up book 3. Using layers and spacers <ul style="list-style-type: none"> • Knowing that an input is the motion used to start a mechanism • Knowing that output is the motion that happens as a result of starting the input 	<p>consider the views of others to improve their work</p> <ol style="list-style-type: none"> 6. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures 7. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] <p><u>PROGRESSION</u></p> <p><u>Mechanical Systems: Making a pop-up book</u></p> <ol style="list-style-type: none"> 1. Writing and illustrating <ul style="list-style-type: none"> • Knowing that an input is the motion used to start a mechanism • Knowing that output is the motion that happens as a result of starting the input • Knowing that mechanisms control movement • Describing mechanisms that can be used to change one kind of motion into another • Evaluating the work of others and receiving feedback on own work • Suggesting points for improvement
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		<p>relevant changes to ingredients</p> <ul style="list-style-type: none"> • Designing appealing packaging to reflect a recipe • Cutting and preparing vegetables safely • Using equipment safely, including knives, hot pans and hobs • Knowing how to avoid cross contamination • Following a step by step method carefully to make a recipe • Identifying the nutritional differences between different products and recipes • Identifying and describing healthy benefits of food groups • Understanding where food comes from - learning that beef is from cattle and how beef is reared and processed • Understanding what constitutes a balanced diet • Learning to adapt a recipe to make it healthier 	<ul style="list-style-type: none"> • Designing appealing packaging to reflect a recipe • Cutting and preparing vegetables safely • Using equipment safely, including knives, hot pans and hobs • Knowing how to avoid cross contamination • Following a step by step method carefully to make a recipe • Identifying the nutritional differences between different products and recipes • Identifying and describing healthy benefits of food groups • Understanding where food comes from - learning that beef is from cattle and how beef is reared and processed • Understanding what constitutes a balanced diet • Learning to adapt a recipe to make it healthier • Comparing two adapted recipes using a nutritional calculator and then 		<ul style="list-style-type: none"> • Knowing that mechanisms control movement • Describing mechanisms that can be used to change one kind of motion into another • Evaluating the work of others and receiving feedback on own work • Suggesting points for improvement • Following a design brief to make a pop-up book, neatly and with focus on accuracy • Making mechanisms and/ or structures using sliders, pivots and folds to produce movement • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result • Designing a popup book which uses a mixture of structures and mechanisms • Naming each mechanism, input and output accurately • Storyboarding ideas for a book 	<ul style="list-style-type: none"> • Following a design brief to make a pop-up book, neatly and with focus on accuracy • Making mechanisms and/ or structures using sliders, pivots and folds to produce movement • Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result • Designing a popup book which uses a mixture of structures and mechanisms • Naming each mechanism, input and output accurately • Storyboarding ideas for a book
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		<ul style="list-style-type: none"> Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option 	identifying the healthier option.			
Geography	<p><u>Locational Knowledge</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (concentrating on key physical and human characteristics, countries and major cities). <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions Locate places on large scale maps Follow a route on a large scale map. 		<p><u>Place Knowledge</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country, and a region within North or South America. Comparing the UK with Brazil <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Suggest questions for investigating Begin to use primary and secondary sources of evidence in investigations Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided. 	<p><u>Human and Physical Geography</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> Water Cycles <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Suggest questions for investigating Begin to use primary and secondary sources of evidence in investigations Collect and record evidence unaided. 	<p><u>Geographical and Fieldwork</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ul style="list-style-type: none"> Use maps, atlases globes and computer/digital mapping to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols and key to build knowledge of the UK and wider world. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Collect and record evidence unaided Use 4 compass points well and begin to use 8 compass points Use letter/number coordinates to locate features on a map. Locate places on large scale maps Select a map for a specific purpose. Measure straight line distance on a plan 	<p><u>Geographical and Fieldwork</u></p> <p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Collect and record evidence unaided Analyse evidence and draw conclusions Draw a sketch map of a short route experienced with features in correct order Draw a plan view map with some accuracy. Know when a key is needed and begin to recognise symbols on a OS map. Compare maps with aerial photos. Use field work to observe measure and

	<ul style="list-style-type: none"> Identify significant places and environments Use index and contents pages within atlases. 		<ul style="list-style-type: none"> Use index and contents pages within atlases. 		<ul style="list-style-type: none"> Use field work to observe measure and record physical features on maps and plans. 	<p>record physical features on maps and plans</p>
History	<p><u>NATIONAL CURRICULUM:</u></p> <p>2. Post 1066 - Black History Month</p> <p>In depth studies of</p> <ul style="list-style-type: none"> Nelson Mandela Martin Luther King Harriet Tubman. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Make comparisons between different times in the past Examine causes and results of great events and the impact upon people Compare life in early and late times studied Use evidence to build up a picture of a past event 	<p><u>NATIONAL CURRICULUM:</u></p> <p>1. The Achievements of the earliest civilisations – The Shang Dynasty of Ancient China, 1600-1046BC</p> <ul style="list-style-type: none"> Location of China on a map Sorting of Chinese Dynasties on a time line Who were the Shang? Life of a Shang king Features of an ancient Chinese city Comparison of Chinese writing to the Western alphabet. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Compare life in early and late times studied 	<p><u>NATIONAL CURRICULUM:</u></p> <p>1. The Achievements of the earliest civilisations – The Shang Dynasty of Ancient China, 1600-1046BC</p> <ul style="list-style-type: none"> How did the Shang wage wars? How we know about the Shang dynasty – archaeological evidence Terracotta army What has been passed down to us from the Ancient Shang? <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Make comparisons between different times in the past Compare aspect of life with the same aspect in another period Compare accounts of events from primary and secondary sources 	<p><u>NATIONAL CURRICULUM:</u></p> <p>1. A non-European society that provides contrasts with British history – Benin (West Africa) 900-1300AD</p> <ul style="list-style-type: none"> To locate Benin in Nigeria on a map To locate Benin Civilisation on a timeline What do we know about Benin from: indigenous traditions, oral traditions, written records, artefacts and archaeological remains? Key events in the Kingdom of Benin’s history How was the Benin Kingdom ruled? Religious beliefs of the Benin Kingdom and festivals Achievements of the Benin Kingdom Life of a child in the BK Different jobs of the BK 	<p><u>NATIONAL CURRICULUM:</u></p> <ul style="list-style-type: none"> Religious beliefs of the Benin Kingdom and festivals Achievements of the Benin Kingdom Life of a child in the BK Different jobs of the BK First contact with Europeans Understand of why the kingdom came to an end. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Make comparisons between different times in the past Examine causes and results of great events and the impact upon people Compare life in early and late times studied Compare aspect of life with the same aspect in another period 	<p><u>NATIONAL CURRICULUM:</u></p> <p>1. A local history study: Battle of Worcester 1651</p> <ul style="list-style-type: none"> Context: Last battle of English Civil War. Time Line leading up to this battle Context of Oliver Cromwell and Charles II Visit to the battle ground and the Commandery in Worcester Personal research Study of OS map of the battle Worcester terrain and action map What happened as a result of this battle? <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Know and sequence key events of time studied Use relevant terms and period labels Compare accounts of events from primary and secondary sources Use evidence to build up a picture of a past event Select relevant sections of information

				<ul style="list-style-type: none"> • First contact with Europeans • Understand of why the kingdom came to an end. <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Use relevant terms and period labels • Make comparisons between different times in the past • Compare life in early and late times studied 	<ul style="list-style-type: none"> • Compare accounts of events from primary and secondary sources • Use evidence to build up a picture of a past event 	<ul style="list-style-type: none"> • Use the library and internet with increasing confidence to research. • Offer some reasons for different versions of events.
Music	<p><u>NATIONAL CURRICULUM: Performance (singing)</u></p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Daily singing related to class theme. 	<p><u>NATIONAL CURRICULUM: Performance (other instruments)</u></p> <ol style="list-style-type: none"> 1. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 	<p><u>NATIONAL CURRICULUM: Composition</u></p> <ol style="list-style-type: none"> 1. improvise and compose music for a range of purposes using the inter-related dimensions of music 2. use and understand staff and other musical notations <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listening: Refer to the musical elements of pitch, duration, dynamics and timbre when doing musical appreciation. 	<p><u>NATIONAL CURRICULUM: Composition</u></p> <ol style="list-style-type: none"> 1. improvise and compose music for a range of purposes using the inter-related dimensions of music 2. use and understand staff and other musical notations <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listening: Refer to the musical elements of pitch, duration, dynamics and timbre when doing musical appreciation. 	<p><u>NATIONAL CURRICULUM: Listening</u></p> <ol style="list-style-type: none"> 1. listen with attention to detail and recall sounds with increasing aural memory 2. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from 	<p><u>NATIONAL CURRICULUM: History of Music</u></p> <ol style="list-style-type: none"> 1. develop an understanding of the history of music. 2. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Develop an understanding of the history of music and great composers. • Improvise and compose music for a range of purposes using the

	<ul style="list-style-type: none"> Singing and clapping of rounds to encourage effective listening and adhering to the pulse in an ensemble situation <p><u>additional info:</u></p> <ul style="list-style-type: none"> To sing in unison and in two parts, maintaining the correct pitch and using increasing expression To maintain own part and be aware how the different parts fit together Learn songs from other cultures Sing songs in unison and two parts To practise, rehearse and present performances with an awareness of the audience Apply the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	<p><u>additional info:</u></p> <ul style="list-style-type: none"> To play and perform parts, using musical instruments, in a range of solo and ensemble contexts with increasing accuracy, fluency, control and expression. To maintain own part and be aware how the different parts fit together To play tuned and un-tuned instruments with control and accuracy To practise, rehearse and present performances with an awareness of the audience. Apply the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations 	<ul style="list-style-type: none"> Use and understand staff and other musical notations Compose rhythms using correct staff notations. Clap these rhythms as a soloist and in an ensemble situation. Apply these to instruments. Exploration of body percussion and composing body percussion pieces: Focus on Anna Meredith <p><u>additional info:</u></p> <ul style="list-style-type: none"> To improvise a short rhythmic section within a structure To create increasingly complicated rhythmic phrases within given structures. Clap these rhythms as a soloist and in an ensemble situation and use body percussion Use correct staff notations. Apply composed rhythms to un-tuned and tuned percussion Apply the inter-related dimensions of music: pitch, 	<ul style="list-style-type: none"> Use and understand staff and other musical notations Progress onto composing short melodies using the correct staff notation and play these on tuned percussion instruments. <p><u>additional info:</u></p> <ul style="list-style-type: none"> To improvise a short melodic section within a structure Compose short melodies using correct staff notations To comment on the success of own and others work, suggesting improvements based on intended outcomes To create increasingly complicated melodic phrases within given structures Apply the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure 	<p>great composers and musicians</p> <ul style="list-style-type: none"> A focus on indigenous music across the globe. Look at the migration of music alongside its people and how the people have migrated and brought with them their music and culture, enriching another country. Talk about the schisms and fractions in some countries for example: How Bulgaria used to be much larger until the Greeks occupied large parts of it. This meant that their music was split. The result of this is they have the same songs but sung in two different languages - each country claiming its right over the song. Explore how music is interlinked with dance in some countries Africa and large parts of Eastern Europe for example. Compare and contrast how music is used in Britain in comparison. Learn songs and dances from other cultures. Focus on Eastern European dances Discuss how British culture has changed and alongside this has been its music and dance. 	<p>inter-related dimensions of music</p> <ul style="list-style-type: none"> Look at the journey through the ages of the composers from baroque, classical, renaissance, romantic and contemporary. Focus to minimalist composer and links to expressionist artist. <p><u>additional info:</u></p> <ul style="list-style-type: none"> Develop an understanding of the history of music and great composers Learn how contemporary composers have changed the way we explore music Look at influences from other cultures Apply the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations To understand how time and place can influence the way music is created.
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			<p>duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <ul style="list-style-type: none"> • Improvise, developing rhythmic material when performing • Explore, choose, combine and organise musical ideas with musical structures . 	<p>and appropriate musical notations</p> <ul style="list-style-type: none"> • Improvise, developing melodic material when performing • Explore, choose, combine and organise musical ideas with musical structures. 	<ul style="list-style-type: none"> • Look at how that is manifested in its rich variety of customs cultures, dances and music. • Focus on the origin of some of our music and instrumentation and look at other influences from other cultures. • Listening: Refer to the musical elements of pitch, duration, dynamics and timbre when doing musical appreciation. • Listen with attention to detail and recall sounds with increasing aural memory <p><u>Additional info:</u></p> <ul style="list-style-type: none"> • Apply the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations • Analyse and compare sounds • To listen with attention to detail and to internalise and recall sounds • To know that music is produced in different ways and described through relevant 	
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					established and invented notations	
PE	<p><u>NATIONAL CURRICULUM:</u></p> <p><u>Ball: Hand and Real PE</u></p> <ol style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <ul style="list-style-type: none"> Throwing and catching in isolation Throwing and catching in combination Bench ball Scorpion basketball <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Performance shows precision, control and fluency Travel with a ball showing changes of speed and 	<p><u>NATIONAL CURRICULUM:</u></p> <p><u>Balls: Feet and Real PE</u></p> <ol style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <ul style="list-style-type: none"> Foot control and ball skill in isolation Foot control and ball skill in combination Passing Football techniques Leading to a game of football <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Performance shows precision, control and fluency Travel with a ball showing changes of speed and directions using feet 	<p><u>NATIONAL CURRICULUM:</u></p> <p><u>Circuit Training and Real PE</u></p> <ol style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination <ul style="list-style-type: none"> Paired work over a series of 8 exercises Multi-skills Memory warm up games to develop speed in cognition and tactics <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Choose pace for running, plan and carry through an event Demonstrate activities for specific aspects of warm up-stretching, joint mobility, raising heart and breathing rates. Describe the effects of exercise on the body showing understanding of the principles of respiration, 	<p><u>NATIONAL CURRICULUM:</u></p> <p><u>Dance and Real PE</u></p> <ol style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. <ul style="list-style-type: none"> Folk Dances Haka Peter and The Wolf Composition <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Respond to a variety of stimuli showing a range of actions performed with control and fluency think about character and narrative ideas created by the stimulus, and respond through movement 	<p><u>NATIONAL CURRICULUM:</u></p> <p><u>Athletics and Real PE</u></p> <ol style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. <ul style="list-style-type: none"> Sprint Relays Hurdles Long distance <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> judge how far they can run to score points Sustain and maintain running speed, improve on personal target Adapt knowledge and strategies as situation demands. 	<p><u>NATIONAL CURRICULUM:</u></p> <p><u>Gymnastics and Real PE</u></p> <ol style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best. <ul style="list-style-type: none"> Travelling around the room Jumps and body shapes to enhance movement – sequences of movements Counter balance Counter tension Develop sequences Using apparatus safely Performing shapes and balances <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when

	<p>directions using hands</p> <ul style="list-style-type: none"> use a range of techniques when passing, e.g. high, low, bounced, fast, slow keep a game going using a range of different ways of throwing 	<ul style="list-style-type: none"> use a range of techniques when passing, e.g. high, low, bounced, fast, slow Effectively play a competitive game keep and use rules they are given 	<p>temperature, fatigue and recovery.</p> <ul style="list-style-type: none"> From observation of others begin to describe constructively how to refine improve and modify performance. Refine own performance in response to comments of others' and self-analysis. 	<ul style="list-style-type: none"> Pupils link knowledge, techniques and ideas accurately and appropriately use different compositional ideas to create motifs 		<p>performing at the same time as a partner</p> <ul style="list-style-type: none"> Pupils link knowledge, techniques and ideas accurately and appropriately Develop a longer and more varied movement sequence demonstrating smooth transitions between actions combine actions to make
PSHE	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> Physical, mental and emotional health Aspirations Emotions Change <p><u>PROGRESSION</u></p> <p>Healthy lifestyles:</p> <ul style="list-style-type: none"> What influences our choices about health and wellbeing <p>Growing and changing:</p> <ul style="list-style-type: none"> aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with 	<p><u>Health and Wellbeing</u></p> <ul style="list-style-type: none"> RSE Keeping safe <p><u>PROGRESSION</u></p> <p>Keeping safe:</p> <ul style="list-style-type: none"> keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs <p>RSE:</p> <ul style="list-style-type: none"> How their body will, and emotions may, 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Feelings and emotions Secrets Dares Positive, healthy relationships Behaviour Different kinds of relationships <p><u>PROGRESSION</u></p> <p>Feeling and emotions:</p> <ul style="list-style-type: none"> recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares <p>Healthy relationships:</p> <ul style="list-style-type: none"> understanding what constitutes a healthy relationship; how 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> Acceptable physical contact Collaboration Negotiation and compromise Valuing differences Stereotypes Discrimination <p><u>PROGRESSION</u></p> <p>Valuing difference:</p> <ul style="list-style-type: none"> Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> Discuss and debate topical issues Rules and laws Human rights Language and behaviours Cultural practices Anti-social behaviours <p><u>PROGRESSION</u></p> <p>Rights and responsibilities:</p> <ul style="list-style-type: none"> topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; 	<p><u>Living in the wider world</u></p> <ul style="list-style-type: none"> Responsibilities, rights and duties How to resolve differences Range of national, regional, religious and ethnic identities in the UK How the media present information Community Allocation of the Earth's resources Finance and enterprise <p><u>PROGRESSION</u></p> <p>Rights and responsibilities:</p> <ul style="list-style-type: none"> topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions;

	puberty, including body image; human reproduction and conception (year 6)	<p>change as they approach and move through puberty.</p> <ul style="list-style-type: none"> To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them To feel confident to raise their own concerns. To recognise and care about other people's feelings <p>Describe the changes as humans develop to old age</p>	actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation	<ul style="list-style-type: none"> bullying, discrimination and prejudice 	<p>the range of religious and ethnic identities in the UK; how the media present information</p> <p>Taking care of the environment:</p> <ul style="list-style-type: none"> responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences 	<p>consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information</p> <p>Taking care of the environment:</p> <ul style="list-style-type: none"> responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences <p>Money matters:</p> <ul style="list-style-type: none"> finance; earning money and deductions; enterprise
RE (<i>agreed syllabus for Religious Education in Worcestershire</i>)	<p>RE CURRICULUM:</p> <p>U2.2 Christianity - Creation and science – conflicting or complementary (Creation)?</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify what type of text some 	<p>RE CURRICULUM:</p> <p>U2.4 Christianity – How do Christians decide how to live? “What would Jesus do?” (Gospel)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify features of Gospel texts (e.g. 	<p>RE CURRICULUM:</p> <p>U2.6 Christianity – For Christians, what kind of King is Jesus? (Kingdom of God)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Explain connections between Biblical texts and the 	<p>RE CURRICULUM:</p> <p>U2.7 Hinduism – Why do Hindus want to be good? (Karma/ Dharma/ Samsara/ Moksha)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, <i>Karma, Dharma, Samsara,</i> 	<p>RE CURRICULUM:</p> <p>U2.8 Islam - What does it mean to be Muslim in Britain today? (<i>Tawhid-Iman-Ibadah</i>)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and 	<p>RE CURRICULUM:</p> <p>U2.9 Judaism – Why is the Torah so important to Jewish people? (<i>God/Torah</i>)</p> <p>PROGRESSION</p> <p>Make sense of beliefs</p> <ul style="list-style-type: none"> Identify Jewish beliefs about God Give examples of some texts that say what God

	<p>Christians say genesis 1 is, and its purpose.</p> <ul style="list-style-type: none"> • Taking account of the context suggest what genesis one might mean and compare their ideas with ways in which Christians interprets it, showing awareness of different interpretations. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between genesis one and Christian beliefs about God as Creator. • Show understanding of why many Christians find science and faith go together. <p>Make connections</p> <ul style="list-style-type: none"> • Identify key areas arising from their study of genesis one and comment how far these are helpful or inspiring, justifying their responses. • Weigh up how far the genesis one creation narrative is in conflict, or is complementary with a scientific account giving good 	<p>teachings, parable, and narrative.)</p> <ul style="list-style-type: none"> • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret Biblical texts. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Gospel texts, Jesus' "good news", and how Christians live in the Christian community and in their individual lives. <p>Make connections</p> <ul style="list-style-type: none"> • Make connections between Christians teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives. • Articulate their own responses to the issues studied, recognising different points of view. 	<p>concept of the Kingdom of God.</p> <ul style="list-style-type: none"> • Consider different possible meanings for the Biblical texts studied, showing awareness of different interpretations. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between the belief in the Kingdom of God and how Christians put their beliefs into practise. • Show how Christians put their beliefs into practise in different ways. <p>Make connections</p> <ul style="list-style-type: none"> • Relate the Christians "Kingdom of God" model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. • Articulate their own responses to the ideas of the importance of love and service in the world today. 	<p><i>Moksha</i> using technical terms accurately.</p> <ul style="list-style-type: none"> • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>Samsara</i>, <i>Moksha</i> etc. <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections about Hindu beliefs about <i>Dharma</i>, <i>Karma</i>, <i>Samsara</i> and <i>Moksha</i> and ways in which Hindus live. • Connect the four Hindu aims of life and the four stages of life with beliefs about <i>Dharma</i>, <i>Karma</i>, <i>Moksha</i>, etc. • Give evidence and examples to show how Hindus put their beliefs into practise in different ways. <p>Make connections</p> <ul style="list-style-type: none"> • Make connections between Hindu beliefs studied (e.g. <i>Karma</i> and <i>Dharma</i>), and explain how and why they are important to Hindu's. • Reflect on and articulate what impact belief in <i>karma</i> and <i>Dharma</i> might have on individuals and the 	<p>the Holy Quran (e.g. <i>Tawhid</i>: Muhammad as the messenger, Quran as the message)</p> <ul style="list-style-type: none"> • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Quran guidance of Five Pillars: Hajj practises example of the Prophet) <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Muslim belief and Ibadah (e.g. Five Pillar, festivals, Mosques, art) • Give evidence and examples to show how Muslims but their beliefs into practise in different ways. <p>Make connections</p> <ul style="list-style-type: none"> • Make connections between Muslims beliefs studied and Muslim ways of living in Britain/Worcestershire today. • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslim • Reflects on and articulate what it is like 	<p>is like and explain how Jewish people interpret them.</p> <p>Understand the impact</p> <ul style="list-style-type: none"> • Make clear connections between Jewish beliefs about the Torah and how they use it. • Make clear connections between Jewish commands and how Jews live (e.g. in relations to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practise in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) <p>Make connections</p> <ul style="list-style-type: none"> • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.
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	reasons for their views.			world, recognising different points of view.	to be a Muslim today, giving good reasons for their views.	
<u>Languages</u> <u>(French)</u>	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Recap prior knowledge: greetings, age, address, name, how you are Locate France on a map. Comparison of culture to the UK: including demographics, architecture, food, fashion and school day Learn numbers up to 100 Hobbies 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Revision Autumn 1 Talk about life in school. Building opinion using connectives because (parce que) 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> Revision Autumn 2 Descriptions of animals and people Discuss French spring traditions. 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly 	<p><u>NATIONAL CURRICULUM:</u></p> <ol style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing write phrases from memory, and adapt these to create new sentences, to express ideas clearly

	<p><u>Additional:</u></p> <ul style="list-style-type: none"> • Take part in short conversations using familiar structures and vocabulary and present information to others • Read a variety of short simple texts in different formats and in different contexts • Write simple sentences and short texts using a model and a dictionary to check the spelling of words • Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning 	<ul style="list-style-type: none"> • Talk about the day including opinions about the weather <p><u>Additional:</u></p> <ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences e.g. in instruction, directions and other spoken sources • Take part in short conversations using familiar structures and vocabulary and present information to others • Understand and express simple opinions • Write simple sentences and short texts using a model and a dictionary to check the spelling of words • Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning 	<p><u>Additional:</u></p> <ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences e.g. in instruction, directions and other spoken sources • Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning 	<p>sentences, to express ideas clearly</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Revision Spring 1 • Learn how to tell the times in French • Talk about the day using French vocabulary for the time, then their week. Describe their day to others. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences e.g. in instruction, directions and other spoken sources • Take part in short conversations using familiar structures and vocabulary and present information to others • Write simple sentences and short texts using a model and a dictionary to check the spelling of words • Focus on correct pronunciation and intonation, using tone of voice and 	<p>sentences, to express ideas clearly</p> <p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Revision Spring 2 • Healthy eating and ordering food. Introduction of Je voudrais/du/de la/des. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences e.g. in instruction, directions and other spoken sources • Read a variety of short simple texts in different formats and in different contexts • Write simple sentences and short texts using a model and a dictionary to check the spelling of words • Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning 	<p><u>PROGRESSION</u></p> <ul style="list-style-type: none"> • Revision Summer 1 • Description of house: rooms and articles in the home • Learning around Fete Nationale • Consolidation over whole years learning. <p><u>Additional:</u></p> <ul style="list-style-type: none"> • Listen attentively and understand more complex phrases and sentences e.g. in instruction, directions and other spoken sources • Take part in short conversations using familiar structures and vocabulary and present information to others • Understand and express simple opinions • Read a variety of short simple texts in different formats and in different contexts • Write simple sentences and short texts using a model and a dictionary to check the spelling of words • Recognise patterns when building sentences
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				gesture to convey meaning		and apply knowledge of grammatical rules <ul style="list-style-type: none">• Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning
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