



Christleton Primary School

Connected Curriculum

Year 5

Curriculum Design



Look up



Look out



Look beyond

Be the best you can be

Curriculum Delivery



Ignite

Introduction of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



Explore

Exploration of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



Reflect

Reflection on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.

The children are able to communicate their learning to others via a variety of means.

Be the best you can be

Year Five	Autumn Term			Spring			Summer					
	First		Second	First		Second	First		Second			
	Across the Atlantic			Invaders and Settlers			Land and Lakes					
Enquiry Concepts	Bravery, fear and resilience		Responsibility, loneliness, trust		Individuality, community, prejudice		Value, peace, freedom		Consequences, belonging, diversity		Freedom, rights, sustainability	
Enquiry Question	Is it ok to stand out in a crowd?		Does good always succeed over evil?		How does a community work together?		Is space travel a possibility for us all?		What are the consequences of being wasteful?		Do we have more rights than animals on this planet?	
Main Texts used	Queens of the Falls		The Lost Happy Endings		Arthur and the Golden Rope		The Darkest Dark		The Paper-bag Prince		The Hunter	
Science	Animals including humans (Humans development to old age) Living things and their habitats Life cycles			Earth and Space		Forces		Properties and changes of materials				
History	Non- European society that provides a contrast with British history – Mayan civilization c AD900				Britain’s settlement by Anglo-Saxons and Scots 600AD				The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor AD900			
Geography	A study of North and Central America				A study of the areas that the Anglo-Saxons and the Vikings settled				Comparison of the Great Lakes region, which includes Nigara and the Whole of the NW with a focus on the Lake District – look at Tourism in both, as well as consolidating the large cities			
Computing	Use more complex algorithms to control a series of actions and create a multimedia film about a location in North America				Can I begin to touch-type more confidently, store and retrieve documents safely and demonstrate knowledge of responsible social media use.				Can I organise data by designing fields and entering records in a database, checking for accuracy. Be able to query a database using keywords and filters to search a large database?			
D&T	Look at events and individuals in DT who have shaped the world Create a barrel which will protect an egg falling from a great height (e.g. barrels, boats etc.)						Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques		Design and make a moving toy			
Art			Jane Ray illustrations (Look at Jinnie Ghost as well as Lost Happy Endings)				Sculpture – Barbara Hepworth Create own sculpture from recycled materials				Large scale elephant paintings / textiles (Batik) or Islamic art and patterns	
PE	Gymnastics Forest school		Invasion Games; Tag Rugby Forest school		Dance Swimming		Dance Swimming		Athletics Batting and Fielding games; Cricket		Athletics Net and wall games	
RE	Why are the five pillars important to Muslims?		How is the Muslim faith expressed through family life?		Why is community and equality important to Sikhs?		Which concepts do we find hard to understand in Christianity?		How do people show their beliefs in action? (Focus on Christianity or examples from a range of world religions or non-religious world views)		Free choice unit based on Christianity	
Music	Term 1 – Title: Livin’ on a Prayer Unit Theme: Rock Anthems		Term 2 – Title: Classroom Jazz Unit Theme: Jazz and improvisation		Term 3 – Title: Make You Feel My Love Unit Theme: Pop Ballads		Term 4 – Title: The Fresh Prince of Bel-Air Unit Theme: Old School Hip Hop		Term 5 – Title: Dancing in the Street Unit Theme: Motown		Term 6 – Title: Reflect, Rewind and Replay Unit Theme: The history of music, look back and consolidate your learning, learn some of the language of music	
MFL	Home	Places in town	Directions		School	Classroom	Time		Weather			
SRE	Male and Female Changes								Talking about Puberty Puberty and Hygiene			
PSHE	Don’t forget to let love in		Too much Selfie isn’t healthy		Don’t hold on to what’s wrong		Fake is a mistake!		‘No way through!’ isn’t true			
Kagan Strategies	Revise and embed all previously taught strategies											
	Rally Robin, Stand up-Hand up-Pair up, Quiz-Quiz-Trade, Timed Pair Share, Talking Chips, Simultaneous Round Table, Write Round Robin, Jigsaw, Numbered Heads and Rally Coach											
	To introduce and master Spend a Buck and One Stray											
Learning Power	Managing Distractions (Resilience Muscle)		Empathy and Listening (Reciprocal Muscle)		Imagining (Resourceful Muscle)		Meta-Learning (Reflective Muscle)		Perseverance (Resilience Muscle)		Reasoning (Resourceful Muscle)	
No Outsiders	Where the Poppies now grow		Rose Blanche		How to heal a broken wing		The artist who painted a blue horse		And Tango makes three			
British Values	Rule of Law		Mutual Respect		Democracy				Individual liberty		Tolerance of those of different faiths and beliefs	
Residential	Nant PH											
Trips / visitors	Anglo-Saxon day											
Whole school events	International Day of Democracy National Poetry Day Harvest Festival		Bonfire night (Fire safety) Anti-Bullying Week Remembrance Day Christmas Jumper Day Christmas Performances / Service		National Handwriting Day Big Garden Birdwatch Story Telling Week Safer Internet Day		Shrove Tuesday World Book Day Mother’s Day Good Friday Easter Service		Health week Walk to School Week Outdoor Classroom Day		Pride Month	
Events	McMillan Coffee morning		Children in Need		Mental Well-being week				Race for Life Den Day			

Be the best you can be

English

Reading

Word reading

- ☐ apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet

Comprehension

- Maintain positive attitudes to reading, and an understanding of what they read, by:
 - ☐ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - ☐ reading books that are structured in different ways and reading for a range of purposes
 - ☐ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
 - ☐ recommending books that they have read to their peers, giving reasons for their choices
 - ☐ identifying and discussing themes and conventions in and across a wide range of writing
 - ☐ making comparisons within and across books
 - ☐ learning a wider range of poetry by heart
 - ☐ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by:
 - ☐ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 - ☐ asking questions to improve their understanding
 - ☐ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - ☐ predicting what might happen from details stated and implied
 - ☐ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 - ☐ identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Distinguish between statements of fact and opinion
- Retrieve, record and present information from non-fiction
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- Provide reasoned justifications for their views.

Writing

Composition

Plan their writing by:

- ☐ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- ☐ noting and developing initial ideas, drawing on reading and research where necessary
- ☐ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Draft and write by:

- ☐ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- ☐ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- ☐ précising longer passages
- ☐ using a wide range of devices to build cohesion within and across paragraphs
- ☐ using further organisational and presentational devices to structure text and to guide the reader

Evaluate and edit by:

- ☐ assessing the effectiveness of their own and others' writing
- ☐ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ☐ ensuring the consistent and correct use of tense throughout a piece of writing
- ☐ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proofread for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

Transcription

Pupils should be taught to:

- ☐ use further prefixes and suffixes and understand the guidance for adding them
- ☐ spell some words with 'silent' letters
- ☐ continue to distinguish between homophones and other words which are often confused
- ☐ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
- ☐ use dictionaries to check the spelling and meaning of words
- ☐ use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
- ☐ use a thesaurus

Common Exception Words

accommodate	committee	embarrass	immediate(ly)	persuade	signature
Accompany	communicate	environment	individual	physical	sincere(ly)
according	community	equip (-ped, -ment)	interfere	prejudice	soldier
achieve	competition	especially	interrupt	privilege	stomach
aggressive	conscience*	exaggerate	language	profession	sufficient
amateur	conscious*	excellent	leisure	programme	suggest
ancient	controversy	existence	lightning	pronunciation	symbol
apparent	convenience	explanation	marvellous	queue	system
appreciate	correspond	familiar	mischievous	recognise	temperature
attached	criticise (critic + ise)	foreign	muscle	recommend	thorough
available	curiosity	forty	necessary	relevant	twelfth
average	definite	frequently	neighbour	restaurant	variety
awkward	desperate	government	nuisance	rhyme	vegetable
bargain	determined	guarantee	occupy	rhythm	vehicle
bruise	develop	harass	occur	sacrifice	yacht
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i>; <i>-ise</i>; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i>, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i>, <i>surely</i>] or modal verbs [for example, <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i>, <i>after that</i>, <i>this</i>, <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

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
- ☐ count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- ☐ interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- ☐ round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- ☐ solve number problems and practical problems that involve all of the above
- ☐ read Roman numerals to 1,000 (M) and recognise years written in Roman numerals

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

Multiplication and Division

- ☐ 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 (non-prime) numbers
- ☐ 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 facts
- ☐ 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
- ☐ multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- ☐ recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
- ☐ solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- ☐ solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- ☐ solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates

Fractions

- ☐ 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

- ☐ recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- ☐ add and subtract fractions with the same denominator and denominators that are multiples of the same number
- ☐ multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- ☐ read and write decimal numbers as fractions
- ☐ recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- ☐ round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- ☐ read, write, order and compare numbers with up to 3 decimal places
- ☐ solve problems involving number up to 3 decimal places
- ☐ recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction
- ☐ solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and fractions with a denominator of a multiple of 10 or 25

Measure

- ☐ convert between different units of metric measure
- ☐ understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- ☐ measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- ☐ calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
- ☐ estimate volume and capacity
- ☐ solve problems involving converting between units of time
- ☐ use all four operations to solve problems involving measure using decimal notation including scaling

Geometry, Position and Direction

- ☐ identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- ☐ know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- ☐ draw given angles, and measure them in degrees (°)
- ☐ identify:
 - ☐ angles at a point and 1 whole turn (total 360°)
 - ☐ angles at a point on a straight line and half a turn (total 180°)
 - ☐ other multiples of 90°
- ☐ use the properties of rectangles to deduce related facts and find missing lengths and angles
- ☐ distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- ☐ 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

- ☐ solve comparison, sum and difference problems using information presented in a line graph
- ☐ complete, read and interpret information in tables, including timetables

Science

Working Scientifically			
Plan	Do	Record	Review
☐ ask relevant questions ☐ set up simple practical enquiries, comparative and fair tests ☐ begin to choose ways to try and answer a question ☐ put forward own ideas and make some planning decisions ☐ suggest ways of making the test fair or if it can't be fair how they will answer it by looking for a pattern ☐ from a selection say what equipment is needed ☐ suggest the type of data needed to be collected ☐ make simple predictions based on everyday experience and knowledge	☐ Making systematic and careful observations and where appropriate taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ☐ carry out a fair test or pattern seeking enquiry with help ☐ compare 3 or more things ☐ use simple standard measures; m, cm, mm, kg, g, cm³, minutes, seconds, Newton. ☐ measure to the nearest whole or half unit or mixed units. ☐ read scales to the nearest division labelled and unlabelled.	☐ gathering, recording, classifying and present data in a variety of ways to help in answering questions ☐ recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables ☐ construct a simple 2 column table ☐ draw bar charts 1:1, 1:2, 1:5 and 1:10 scale & begin to plot line graphs	☐ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, making predictions for new values ☐ using results to draw simple conclusions and suggest improvements, and raise further questions new questions ☐ identifying differences, similarities or changes related to simple scientific ideas and processes ☐ say what they have found out and give an explanation for observations and simple patterns based on everyday experience

Science

Living Things and Their Habitats	Properties and Changes of Materials	Animals Including Humans
- Can I describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird? - Can I describe the life process of reproduction in some plants and animals?	- Can I compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? - I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?	Can I describe the changes as humans develop to old age?
Forces and Magnets		Earth and Space
- Can I explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object? - Can I identify the effects of air resistance, water resistance and friction, that act between moving surfaces? - Can I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?	- Can I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating? - Can I give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic? - Can I demonstrate that dissolving, mixing and changes of state are reversible changes? - Can I explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including burning and the action of acid on bicarbonate of soda?	- Can I describe the movement of the Earth, and other planets, relative to the Sun in the solar system? - Can I describe the movement of the Moon relative to the Earth? - Can I describe the Sun, Earth and Moon as approximately spherical bodies? - Can I use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?
Vocabulary		
life cycle, reproduction, sexual reproduction, asexual reproduction, fertilise, metamorphosis, runner, bulb, cutting, tuber puberty, sexual reproduction, menstruation(period) sperm, egg, foetus, gestation, life expectancy, thermal insulator thermal conductor, electrical insulator, electrical conductor, dissolve, solution, soluble, insoluble, sieve, filter, evaporation, reversible change, non-reversible change Earth, Sun, moon, planets, solar system, star, rotate, orbit force, gravity, forcemeter, Newton (N) air resistance, water resistance, friction, mechanisms, simple machines		

Progression in identification and classification

By the End of Year Two	By the End of Year Four	By the end of Year Six
Identifying and classifying □ compare observable and behavioural features of living things, materials and objects □ sort and group in own way using both observable and behavioural features even when differences are slight □ answer simple yes/no questions about a mystery object they have chosen □ sort into two groups in which one group has a feature and the other doesn't □ once they have decided sorting criteria explain where further additional items could be placed □ use simple Venn diagrams to help sort things and record the groupings	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions □ use Carroll and Venn diagrams to help sort things and record the groupings, sometimes re-sorting using different criteria □ make simple branching data bases/ classification keys to for a few (3-6) things with easily observable differences and that can be named □ use simple classification keys/ branching data bases to identify unknown items that have easily observable differences in their features □ Carry out simple tests and sort and group based on the evidence of the results found.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. □ Be aware of the term kingdom and know that most scientists classify things into five kingdoms. □ Through direct observations where possible classify animals into vertebrates and invertebrates. □ make keys and branching databases with 4 or more items □ evaluate how well keys and databases work and make changes to improve them □ explain why it is important to classify and why it is useful to scientists □ plan what to test, how to test and collect evidence in order to classify

Art

Drawing	Painting	3D	Sketch books
- Can I use a variety of techniques to add interesting effects (e.g. line, tone pattern, texture, reflections, shadows)? Can I use a choice of techniques (e.g. shading, cross hatching) to create mood and feeling? - Can I work on a variety of scales? - Can I sketch (lightly) before painting to combine line and colour? - Can I use a variety of sources, including observation and photographs to develop my own work?	Can I combine previously learned techniques to create pieces? Can I select colour to reflect mood? Can I mix colours, shades, tones, tints with confidence, building on previous knowledge? - Can I select colour for purpose and explain my choices? - Can I explain how colour can be used to express ideas, feelings and mood? - Can I experiment with different effects and textures?	Can I begin to experiment with and combine materials and processes to design and make 3D form? Can I begin to use tools to carve clay and add shapes, texture and pattern? - Can I develop an understanding of different ways of finishing work (e.g. glaze, paint, polish, varnish)? - Can I independently recognise problems and adapt work when necessary – taking inspiration from other sculptors?	- Can I develop and extend ideas from starting points? Can I collect information, sketches (annotated and elaborated) and resources (IT) and present ideas in a sketch book?
Textiles	Collage	Use of IT	Printing
Can I use a variety of techniques e.g., printing, dying, weaving and stitching to create different textural effects? - Can I begin to understand the skills involved in techniques such as knitting, crochet, lace making? Can I use a range of stitches to stitch a range of fabrics together?		Can I create a piece of art work which includes the integration of digital images I have taken? - Can I combine graphics and text based on my research? - Can I scan images and take digital photos, and use software to alter them, adapt them and create work with meaning? Can I create digital images with animation, video and sound to communicate my ideas?	Can I begin to give details (including own sketches) about the style of some notable artists, artisans and designers including Jane Ray and Barbara Hepworth?
Vocabulary			
Drawing: Reflections, shadows, shading, mood, line and colour Painting: Combination of all previous techniques as appropriate Printing: Collage and Textiles Sculpture (3D) : Experiment, combine, carve, add shapes, patterns, texture			

Computing

Functional Skills (used throughout all areas of Computing)	Computer Science	Digital Literacy	Information Technology
- Can I hold two hands over different halves of the keyboard and use more than two fingers to enter text? - Can I use more advanced keyboard function keys e.g. insert, delete, ctrl+c, ctrl+v, ctrl+z? Can I navigate a folder system to move files or work to a suitable location within e.g. Shared Drive, iPad camera roll, Google Drive or OneDrive. Can I change print properties to affect the appearance of a printed document?	- Can I use decomposition when solving problems (break the code/problem into smaller parts)? Can I explain what happens when a variable changes and can use this within a computer program to manipulate data? - Can I show an understanding of when to use 'while', 'repeat until' and 'forever if' loops to make programs more efficient? - Can I use and change a pre-written function as part of a longer program or sequence? - Can I use a greater range of conditionals (selection) including "whilst", "if else", "repeat until"?	- Can I search the internet for specific information? - Can I engage in online communication with teachers and other pupils? Can I use more than one search term, adapting the search terms to refine search results? - Can I use modelling and simulation software to explore or create realistic or fantasy representations of the real world? Can I demonstrate an understanding of responsible social media use, including knowledge of my digital footprint? - Can I demonstrate an understanding of the risks of online gaming and know strategies for healthy online behaviours?	- Can I independently plan and structure the layout of multimedia presentations? - Can I select and change options in digital art software, within the creation tools to alter the effect e.g. line width, opacity, blur, iterations, etc? Can I include a range of media in documents or presentations, including images, video and sound, embedded media and hyperlinks? - Can I layer and edit sounds in appropriate sound editing software? - Can I organise data by designing fields and entering records in a database, checking for accuracy. Be able to query a database using keywords and filters to search a large database? (Supported) - Can I understand that spreadsheets perform calculations. Explore the effect of changing the cell values in a pre-prepared spreadsheet?
Vocabulary			
Consequence, communication, consent, cyberbullying, digital footprint, hyperlink, firewall, permission, plagiarism, phishing, private, public, profile, secure, spam, virus, SMART = Safe, Meet, Accept, Reliable, Tell Algorithm, program, code, decompose, sequence, select, predict, explain, error, debug, input, output, repetition loop, condition, action, if/else command, variable World Wide Web, internet, search engine, web browser, index, web crawler, server, rank, URL, reliable, bias, blog post, hyperlink, comment Video, audio, edit, save, import, image, impact, audience, purpose			

Design and Technology

Designing	Making	Food and Nutrition
- Can I start to generate, develop, model and communicate my ideas through discussion and annotated sketches? - Can I begin to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.? - Can I apply a range of finishing techniques, including those from art and design? - Can I begin to draw up a specification for my design- link with Mathematics and Science? - Can I use results of investigations, information sources, including ICT when developing design ideas?	- Can I select appropriate materials, tools and techniques e.g. cutting, shaping, joining and finishing, accurately? - Can I 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 - Can I measure and mark out accurately? - Can I use different tools and equipment safely and accurately - Can I, with growing confidence, cut and join with accuracy to ensure a good-quality finish to the product? - Can I weigh and measure accurately? - Can I use finishing techniques to strengthen and improve the appearance of my product using a range of equipment including ICT?	- Can I begin to understand that seasons may affect the food available? - Can I understand how to prepare and cook dishes safely and hygienically? - Can I start to understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking? - Can I begin to understand that different food and drink contain different substances – nutrients, water and fibre – that are needed for health?
Evaluating		
- Can I start to evaluate a product against the original design specification and by carrying out tests? - Can I evaluate their work both during and at the end of the assignment? - Can I begin to evaluate it personally and seek evaluation from others? - Can I evaluate the key designs of individuals in design and technology has helped shape the world?		
Vocabulary		
Labelled diagrams, specific features, materials, processes, components, function, aesthetic Tools, techniques, cam, follower, crank, shaft, saw, triangular corners, Disassemble, evaluate, improve Balanced, healthy diet		

Geography

Location Knowledge	Places Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
- Can I identify the position and significance of latitude, longitude, Equator Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)? - Can I locate the world's countries, using maps to focus on North America and central America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities? Can I name and locate the counties and cities of the U.K. (linked to Anglo Saxon and Viking place names)?	Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Northwest including the Lake District) and a region within North America (Great Lakes and Niagara Falls)?	Can I describe and understand the key aspects of physical geography of places studied, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle? Can I describe and understand the key aspects of human geography of the places studied including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water?	- Can I use maps, atlases, globes and digital mapping to locate countries and describe features studied? Can I use six figure grid reference, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world? - Can I use different types of fieldwork sampling (random and systematic to observe, measure and record human and physical features in the local area and record the results in a range of ways?
Vocabulary			
Longitude, latitude, Northern Hemisphere, Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, Prime Meridian, Anti-Meridian, time zone North America, land use, trade, settlement, economic activity, energy, minerals, mountains, topographical, earthquake, volcano, environment Vegetation belts, biome, aquatic, grassland, forest, desert, tundra, climate zones, polar, subarctic, continental, temperate, subtropical, Mediterranean, arid, equatorial, tropical. physical processes, human processes, significance, characteristics, distribution, region. 8 points of compass, globe, atlas, maps, digital mapping, key, symbol, grid reference, aerial photograph, atlas, sketch maps.			

History

Chronological Understanding	Knowledge and Interpretation	Historical Enquiry
- Can I use dates and historical language in my work? - Can I draw a timeline with different time periods outlined which show different information, such as, periods of history? Can I place features of historical events and people from past societies and periods in a chronological framework? - Can I create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc.?	- Can I describe historical events from the different period/s they are studying/have studied? Can I make comparisons between historical periods; explaining things that have changed and things which have stayed the same? - Can I explain the role that Britain has had in spreading Christian values across the world? Can I describe some of the significant events in history that have helped shape the country we have today? Can I describe (in some detail) the significant achievements of the Maya civilisation AD900? - Can I describe (in some detail) Britain's settlement by the Anglo-Saxons and Scots? - Can I describe (in some detail) the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor? - Can I describe how some ancient civilizations showed greater advancements than people who lived centuries after them?	Can I appreciate how historical artefacts have helped us understand more about British lives in the present and past? - Can I give more than one reason to support an historical argument? - Can I, through research, identify similarities and differences between given periods in history?
Vocabulary		
civilisation, chronological order Vikings, withdrawal, fall of empire, invasion, investigation of place names. Roman Catholic, The Pope, Protestant, male heir, nation, Dark Ages, monarchy, Epidemics, Celts, The Saxons, Middle Ages, monasteries, legislation, Synod of Whitby Ancient Maya, stelae, astronomy, cenote, Pok-ta pok, codex, codices, pyramid, Central America, cacao beans, drought, glyph, ritual, scribe, Extent of change, extent of continuity... This sources suggests that..., this source doesn't show that... Could have been... Impact Weigh up both sides, Eye witness, reliable consequences		

Modern Foreign Languages (MFL)

Listening	Speaking	Reading	Writing
Understand the main points from a short spoken passage made up of familiar language in simple sentences, including: ☐ Where I live ☐ Places in town ☐ Directions ☐ Parts of the school ☐ School objects ☐ Telling the time ☐ Weather phrases	Ask and answer simple questions and talk about their interests, including: ☐ discussing a picture with a partner ☐ describing places ☐ objects and saying whether I like it or not ☐ asking for and giving directions ☐ discussing weather and time	Understand the main point(s) and some of the detail from short written texts or passages in clear printed script, including: ☐ very simple messages on a postcard or e-mail ☐ a description of someone's school day	Write a few short sentences with support using expressions which they have already learnt, including: ☐ a postcard, a simple note or message about the town where they live or school ☐ write a short text on a familiar topic, adapting language which they have already learnt e.g. three to four sentences for a wall display
Vocabulary			
Ou habites-tu? En ville, Toutes directions, A l'école, Objets de la classe, Quelle heure est-il?, Quel temps fait-il?			

Music

Singing	Performing	Composing	Listening and Appraising
- Can I sing in unison with clear diction, controlled pitch and sense of phrase. Can I play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression?	Can I maintain my own part and be aware how the different parts fit together?	To create increasingly complicated rhythmic and melodic phrases within given structures. - Can I comment on the success of own and others work, suggesting improvements based on intended outcomes? - Can I use and understand a range of musical notations including staff notation?	Can I describe, compare and evaluate different types of music beginning to use musical words. - Can I listen to and recall a range of sounds and patterns of sounds confidently? - Can I begin to identify the relationship between sounds and how music can reflect different meanings? Can I listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time?
Vocabulary			
Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.			

Physical Educaiton (PE)

Health and Fitness	Acquiring and Developing	Dance
☐ Can I explain some important safety principles when preparing for exercise? ☐ Can I explain why exercise is important? ☐ Can I choose appropriate warm ups and cool downs?	☐ Can I link skills, techniques and ideas and apply them accurately and appropriately? ☐ Can I show good control in my movements?	☐ Can I perform to an accompaniment, expressively and sensitively? ☐ Can I show my movements are controlled? ☐ Can I show my dance shows clarity, fluency, accuracy and consistency?
Games	Gymnastics	Swimming
☐ Can I gain possession by working as a team? ☐ Can I pass in different ways? ☐ Can I use forehand and backhand with a racquet? ☐ Can I field? ☐ Can I use a number of techniques to pass, dribble and shoot?	☐ Can I make complex or extended sequences? ☐ Can I perform consistently to different audiences? ☐ Can I make my movements accurate, clear and consistent?	☐ Can I swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? ☐ Can I use 3 different strokes, swimming on my front and back? ☐ Can I control my breathing? ☐ Can I swim confidently and fluently on the surface and under water? ☐ Can I work well in groups to solve specific problems and challenges, sharing out the work fairly? ☐ Can I recognise how swimming affects my body, and pace my efforts to meet different challenges? ☐ Can I suggest activities and practices to help improve my own performance?
Evaluating and Improving	Athletics	
☐ Can I compare and comment on skills, techniques and ideas that I and others have used? ☐ Can I modify use of skills or techniques to improve my work?	☐ Can I demonstrate control when taking off and landing in a jump? ☐ Can I throw with accuracy? ☐ Can I follow specific rules?	
Outdoor Adventurous Activities		
☐ Can I follow a map in an unknown location? ☐ Can I use clues and compass directions to navigate a route? ☐ Can I change my route if there is a problem? ☐ Can I change my plan if I get new information?		
Vocabulary		
Games: Possession, forehand, backhand, field, tactics, defending, attacking, techniques, pass, dribble and shoot, striking, implement, rules, umpire, and strategy. Gymnastics: Complex extended sequences, combine, perform, consistency, audience, link, vault, spring. Dance: Compose, creative, perform, accompaniment, demonstrate clarity, fluency, accuracy and consistency. Style, interpret, precise and posture. Athletics: Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina. Outdoor and Adventurous: Location, compass, navigate, overcome problems, plan, route, safety, danger, leadership		

Personal, Social, Health, Citizenship Educaiton (PSHCE)

Families and Relationships	Health and Wellbeing	Safety and the Changing Body
□ To recap learning in PSHE education from Year 4 and how we can help everyone to learn effectively in these lessons. □ To understand how to form and maintain positive relationships □ To explore the ups and downs of friendships □ To understand the concept of marriage. □ To begin to understand the concept of self-respect. □ To begin to understand that family relationships can sometimes make children feel unhappy and what they can do if this happens. □ To understand more about bullying and how to get help. □ To recognise how attitudes to gender have changed over time. □ To explore the impact of stereotypes and how they can lead to discrimination.	□ To use yoga poses and breathing to relax. □ To understand the benefits of sleep. □ To understand the purpose of failure. □ To learn how to set short-term, medium-term and long-term goals. □ To use vocabulary to describe their feelings and take responsibility for them. □ To understand and be able to plan healthy meals. □ To understand risks associated with the sun and how these can be avoided.	□ To begin understand some issues related to online friendships including the impact of their actions. □ To learn about staying safe online. □ To understand physical changes during puberty. □ To understand the menstrual cycle. □ To understand emotional changes during puberty. □ To understand how to help someone who is bleeding. □ To begin to understand the influence others have on us and how we can make our own decisions.
Economic Wellbeing	Citizenship	
□ To understand that a loan can be a way to pay for things but that it needs to be repaid. □ To understand income and expenditure and how to track money. □ To understand some risks associated with money. □ To understand how to put together a weekly budget. □ To understand that stereotypes can exist in the workplace but they should not affect people's career aspirations.	□ To begin to understand what happens when the law is broken. □ To explore the links between rights and responsibilities. □ To understand how reducing our use of materials and energy will help the environment. □ To understand how we recognise and value the contribution people make to the community. □ To recognise the role of pressure groups. □ To begin to understand how parliament works.	
Vocabulary		
Love, healthy, emotions, secrets, private, safe, secrets, support, kind, unkind, family, uncomfortable, strategy		

Religious Education (RE)

Sikhism	Hinduism	Islam	Judaism
- Can I understand how Sikhs respect the Gurus (not worship) and live according to their teachings? - Can I explain what Sikhs do in the Gurdwara? - Can I explain the Guru Granth Sahib and the langar? - Can I link the 5Ks to different values in Sikhism and explain meaning?		- Can I explain how key beliefs are demonstrated through the Five Pillars of Islam and have made some reflections on their own lives? - Can I discuss different parts of the Hajj and understand how important this is for a Muslim? - Can I understand the importance of the family in Islam and how the sense of community reaches beyond the home to the wider world?	
Skills		Christianity	
- Can I describe and make connections between different features of the religions and worldviews we have studied? - Can I talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas? - Can I observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews? - Can I discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response?		- Can I discuss in basic terms what the trinity is and use symbolism to demonstrate? - Can I explain what forgiveness means to me and to a Christian? - Can I explain how the incarnation is central to the Christmas story? - Can I explain some of the stations of the cross and how this is used for reflection in churches?	
Vocabulary			
Christianity: Jesus, Christianity, Christians, Church, Christmas, Incarnation, Easter, resurrection, salvation, parable, Samaritan, God, symbols, creation, good news, Bible, Saviour, Messiah, Sacrifice, Reconciliation, Resurrection, Parable, Trinity. Holy Spirit, Salvation			
Islam: Badah, Achlaq, Shahada, Sawm, Salah, Zakah, Hajj, Kabbah, Pilgrimage, Mumin, Five Pillars			
Sikhism: Sikh, Guru Granth Sahib, Gurdwara, Punjabi, Gurdwara, Guru Nanak, 5Ks			

Sex and Relationship Education (SRE)

SRE	Communication Development (by the end of Year 6)		Personal Development (by the end of Year 6)	
To explore the emotional and physical changes occurring in puberty	To listen carefully and understand	- Understand how to answer questions that require more than a yes/no or single sentence response. - Recognise and explain some idioms. - Understand irony (when it is obvious).	To Try New Things	- Enjoy new things and take opportunities wherever possible. - Find things to do that give energy. - Become fully involved in clubs or groups. - Meet up with others who share interests in a safe environment.
Explain the main physical and emotional changes that happen during puberty	To develop a wide and interesting vocabulary	- Use adventurous and sophisticated vocabulary. - Explain the meaning of words, offering alternatives. - Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.	To Work Hard	- Have fun working hard. - Understand the benefits of effort and commitment. - Continue to practise even when accomplished. - Encourage others by pointing out how their efforts gain results.
Ask questions about puberty with confidence			To Concentrate	- Give full concentration. 'Tune out' most distractions. - Understand techniques and methods that aid concentration. - Develop expertise and deep interest in some things.
To understand male and female puberty changes in more detail			To Push Oneself	- Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances. - Push oneself in areas that are not so enjoyable. - Listen to others who encourage and help, thanking them for their advice. - Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.
Understand how puberty affects the reproductive organs	To speak with clarity	- Vary the length and structure of sentences. - Ask questions and make suggestions to take an active part in discussions. - Comment on the grammatical structure of a range of spoken and written accounts.	To Imagine	- Generate lots of ideas. - Show a willingness to be wrong. - Know which ideas are useful and have value. - Act on ideas. - Ask lots of questions.
Describe how to manage physical and emotional changes	To tell stories with structure	- Narrate detailed and exciting stories. - Use the conventions and structure appropriate to the type of story being told. - Interweave action, character descriptions, settings and dialogue.	To Improve	- Clearly identify own strengths. - Identify areas for improvement. - Seek the opinion of others to help identify improvements. - Show effort and commitment in refining and adjusting work.
To explore the impact of puberty on the body and the importance of physical hygiene			To Understand Others	- Listen first to others before trying to be understood. - Change behaviours to suit different situations. - Describe and understand others' points of view.
To explore ways to get support during puberty	To hold conversations and debates	- Negotiate and compromise by offering alternatives. - Debate, using relevant details to support points. - Offer alternative explanations when others don't understand.	To Not Give Up	- Show a determination to keep going, despite failures or setbacks. - Reflect upon the reasons for failures and find ways to bounce back. - Stick at an activity even in the most challenging of circumstances. - See possibilities and opportunities even after a disappointment. - Consider oneself to be lucky and understand the need to look for luck
Explain how to stay clean during puberty				
Describe how emotions change during puberty				
Know how to get help and support during puberty				

Christleton 21

In pursuit of both excellence and equity, Christleton Primary School is committed to providing all children with experiences that underpin and expand on their in-class education, increasing their range of skills and knowledge and giving them a richer tapestry on which to build.

Build a den	Plant it, grow it, eat it	Cook on fire
Learn the cookery basics	Paddle in the sea	Learn basic first aid
Learn to swim and be safe on water	Learn to ride a bike and be safe on the road	Learn to play a musical instrument
Do something for charity	Perform on stage	Try food from a different country
Build a sandcastle	Get a postcard from school	Have a responsibility
Create a piece of art from nature	Visit a museum	See a play in a theatre
Go on an overnight school trip	Visit an art gallery	Learn from failure

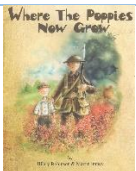
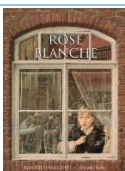
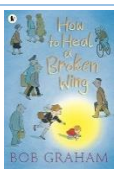
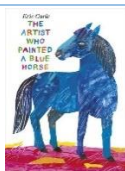
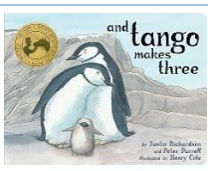
No Outsiders

The No Outsiders programme helps the school to teach the Equality Act.

Learning Intentions

To promote diversity	To stand up to discrimination	To challenge the causes of racism	To consider how my life may change as I grow up	To recognise my freedom
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Key texts used

				
Where the Poppies Now Grow	Rose Blanche	How to Heal a Broken Wing	The Artist Who Painted a Blue Horse	And Tango Makes Three

British Values

Autumn Term	Spring Term	Summer Term
Rule of Law	Democracy	Individual Liberty
Mutual Respect		Tolerance of those of different faiths and beliefs

Be the best you can be

Learning Powers

Autumn Term	Spring Term	Summer Term
Managing Distractions (Resilience Muscle)	Imagining (Resourceful Muscle)	Perseverance (Resilience Muscle)
Reasoning (Resourceful Muscle)	Meta-Learning (Reflective Muscle)	Empathy and Listening (Reciprocal Muscle)

Residential Visits and Trips

Autumn Term	Spring Term	Summer Term
	Anglo-Saxon/Viking Day	Nant BH residential

Kagan Structures

Kagan structures are taught throughout the school. The aim of including Kagan structures within the curriculum is to increase academic achievement, improve relations, enhance self-esteem, create a more harmonious classroom climate, reduce discipline problems, and develop students' social skills and character virtues

Previously taught strategies

Rally Robin	Stand up-Hand up-Pair up	Quiz-Quiz-Trade	Timed Pair Share
Talking Chips	Simultaneous Round Table	Write Round Robin	Jigsaw
Numbered Heads	Rally Coach		

Cooperative strategies introduced and mastered in this year group

Spend a Buck	One Stray
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Whole School Events

Autumn Term		Spring Term		Summer Term	
International day of democracy	Bonfire night (Fire safety)	National Handwriting Day	Shrove Tuesday	Health week	Pride Month
National Poetry Day	Anti-Bullying Week	Big Garden Birdwatch	World Book Day	Walk to School Week	
Harvest Festival	Remembrance Day	Story Telling Week	Mother's Day	Outdoor Classroom Day	
	Christmas Jumper Day	Safer Internet Day	Good Friday		
	Christmas Performances / Service		Easter Service		

Charity Events

Autumn Term		Spring Term		Summer Term	
McMillan Coffee morning	Children in Need			Race for Life	
				Den Day	

Be the best you can be