



YEAR 5 LONG TERM PLAN 2020-21

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
ENGLISH	<i>See English Long Term Plan</i>						
MATHEMATICS	<i>See Maths Long Term Plan</i>						
SCIENCE	<p>Sound (Year 4)</p> <p>a) recognise that vibrations from sounds travel through a medium to the ear.</p> <p>b) find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>c) recognise that sounds get fainter as the distance from the sound source increases.</p> <p>States of Matter (Year 4)</p> <p>identify the part</p>	<p>Animals, including humans (Year 5)</p> <p>a) construct and interpret a variety of food chains, identifying producers, predators and prey. (Year 4)</p> <p>b) describe the changes as humans develop to old age.</p> <p>GG: Climate Action/ Life Below Water/ Life on Land/ Good Health and Well-Being</p> <p>A27: Adequate Standard of Living</p> <p>Earth and space (Year 5)</p> <p>a) describe the movement of the Earth and other planets relative to</p>	<p>Properties and changes of materials (Year 5)</p> <p>a) 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.</p> <p>b) know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>c) use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>d) give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>e) demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>f) explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p style="text-align: center;">Forces (Year 5)</p>	<p>Earth and Space (Year 5)</p> <p>a) describe the movement of the Earth and other planets relative to the sun in the solar system and describe the sun, Earth and moon as approximately spherical bodies.</p> <p>b) describe the movement of the moon relative to the Earth.</p> <p>c) use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Living things and their habitats (Year 5)</p> <p>a) recognise that environments can change and that this can sometimes pose dangers to living things. (Year 4)</p> <p>b) describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>c) describe the life process of reproduction in some plants and animals.</p> <p>GG: Climate Action/ Life Below Water/ Life on Land/ Good Health and Well-Being</p>			

	<p>played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>the sun in the solar system and describe the sun, Earth and moon as approximately spherical bodies.</p> <p>b) describe the movement of the moon relative to the Earth.</p> <p>c) use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Living things and their habitats (Year 5)</p> <p>a) recognise that environments can change and that this can sometimes pose dangers to living things. (Year 4)</p> <p>b) describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>c) describe the life process of</p>	<p>a) explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>b) identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>c) Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>Animals, including humans (Year 5)</p> <p>a) construct and interpret a variety of food chains, identifying producers, predators and prey. (Year 4)</p> <p>b) describe the changes as humans develop to old age.</p> <p>GG: Climate Action/ Life Below Water/ Life on Land/ Good Health and Well-Being</p> <p>A27: Adequate Standard of Living</p> <p>Earth and Space (Year 5)</p> <p>a) describe the movement of the Earth and other planets relative to the sun in the solar system and describe the sun, Earth and moon as approximately spherical bodies.</p> <p>b) describe the movement of the moon relative to the Earth.</p> <p>c) use the idea of the Earth's rotation to explain day</p>	<p>A27: Adequate Standard of Living</p> <p>Properties and changes of materials (Year 5)</p> <p>a) 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.</p> <p>b) know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>c) use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>d) give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>e) demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>f) explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Forces (Year 5)</p> <p>a) explain that unsupported objects fall</p>
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		<p>reproduction in some plants and animals.</p> <p>GG: Climate Action/ Life Below Water/ Life on Land/ Good Health and Well-Being</p> <p>A27: Adequate Standard of Living</p>	<p>and night and the apparent movement of the sun across the sky.</p>	<p>towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>b) identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>c) Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>		
RE	<p>4.5 Are all churches the same? UNIT 5:1 How and why do Christians read the Bible?</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>	<p>UNIT 5:2 Christmas – Gospels of Luke and Matthew</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>	<p>UNIT 5: 3 Jesus the Teacher 4.4 Exploring Easter – trust and betrayal 4.5 Are all churches the same? World Faith – places of worship</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>	<p>UNIT 4.4/ 5:4 Easter Themes- Trust, Betrayal and Victory UNIT 5:6 Loss, Death and Hope</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief/ Disability.</p>	<p>UNIT 5:5 Women in the Bible</p> <p>FBV: Individual Liberty/ Democracy/ Mutual Respect</p> <p>GG: Peace, Justice and Strong Institutions/ Gender Equality.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>	<p>World faith - Sacred texts and sacred spaces</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>
PSHE, CITIZENSHIP & RSE (inc MH&WB)	<p>Being Me in My World</p> <p>I can face new</p>	<p>Relationships</p> <p>I can explain how to stay safe when using</p>	<p>Celebrating Difference</p> <p>I can explain the differences between direct and indirect</p>	<p>Dreams & Goals</p> <p>I can describe the dreams and goals of</p>	<p>Healthy Me</p> <p>I can describe the different roles food</p>	<p>Changing Me</p> <p>I can describe how boys' and girls'</p>

	<p>challenges positively and know how to set personal goals.</p> <p>I understand my rights and responsibilities as a citizen of my country and can empathise with people in my country whose lives are different to my own.</p> <p>I can make choices about my behaviour because I know how rewards and consequences feel and that my actions can affect others.</p> <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>A13: Freedom of Expression.</p> <p>E&D: Race/ Disability.</p>	<p>technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others.</p> <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Reduce Inequalities/ Peace, Justice and Strong Institution.</p> <p>A19: Protection from Violence, Abuse and Neglect.</p> <p>E&D: Sexual Orientation/ Gender Reassignment/ Pregnancy or Maternity.</p>	<p>types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p> <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Reduce Inequalities/ Peace, Justice and Strong Institutions</p> <p>A14: Freedom of Thought Belief and Religion.</p> <p>E&D: Race/ Gender Reassignment/ Sex/ Religion or Belief/ Disability.</p>	<p>a young person in a culture different from mine.</p> <p>I can reflect on how these relate to my own.</p> <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Decent Work and Economic Growth/ Partnership for the Goals.</p> <p>A29: Goals of Education</p>	<p>can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p> <p>FBV: Democracy/ Rule of Law/ Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Good Health and Well-Being.</p> <p>A24: Health and Health Services</p>	<p>bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty.</p> <p>FBV: Individual Liberty/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Good Health and Well-Being.</p> <p>A6/ 31: Life, Survival and Development/ Leisure, Play and Culture)</p> <p>E&D: Gender Reassignment/ Disability/ Pregnancy or Maternity.</p>
COMPUTING	Unit 4.6 Animation (3 weeks)	Unit 4.3 Spreadsheets (6 weeks)	Unit 4.4 Writing for Different Audiences	Unit 5.1 Coding (6 weeks)	Unit 5.6 3D Modelling (4 weeks)	Unit 5.3 Spreadsheets (6 weeks)

	<p>Children have put together a simple animation using paper to create a flick book.</p> <p>Children have an understanding of animation frames.</p> <p>Children have made a simple animation using 2Animate.</p> <p>Children know what the Onion Skin tool does in animation.</p> <p>Children can use the Onion Skin tool to create an animated image.</p> <p>Children can use backgrounds and sounds to make more complex and imaginative animations.</p> <p>Children know what 'stop motion' animation is and how it is created.</p> <p>Children have used ideas from existing 'stop motion' films</p>	<p>Children can use the number formatting tools within 2Calculate to appropriately format numbers.</p> <p>Children can add a formula to a cell to automatically make a calculation in that cell.</p> <p>Children can use the timer, random number and spin button tools.</p> <p>Children can combine tools to make fun ways to explore number.</p> <p>Children can use a series of data in a spreadsheet to create a line graph.</p> <p>Children can use a line graph to find out when the temperature in the playground will reach 20°C.</p> <p>Children can make practical use of a spreadsheet to help</p>	<p style="text-align: center;">(5 weeks)</p> <p>Children have looked at and discussed a variety of written material where the font size and type are tailored to the purpose of the text.</p> <p>Children have used text formatting to make a piece of writing fit for its audience and purpose.</p> <p>Children have role-played the job of a journalist in a newsroom.</p> <p>Children have interpreted a variety of incoming communications and used these to build up the details of a story.</p> <p>Children have used the incoming information to write their own newspaper report.</p> <p>Children have used 2Connect to mind-map ideas for a community campaign.</p> <p>Children have used these ideas to write a persuasive letter or poster as part of the campaign.</p> <p>Children have assessed their texts using criteria to judge their suitability for the</p>	<p>Children can use sketching to design a program and reflect upon their design.</p> <p>Children can create code that conforms to their design.</p> <p>Children can explain how their program simulates a physical system.</p> <p>Children can select the relevant features of a situation to incorporate into their simulation by using decomposition and abstraction.</p> <p>Children can reflect upon the effectiveness of their simulation.</p> <p>Children can explain what a variable is in programming.</p> <p>Children can set/change the variable values appropriately.</p> <p>Children know some ways that text variables can be</p>	<p>Children know what the 2Design and Make tool is for.</p> <p>Children have explored the different viewpoints in 2Design and Make whilst designing a building.</p> <p>Children have adapted one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.</p> <p>Children have explored how to edit the polygon 3D models to design a 3D model for a purpose.</p> <p>Children have refined one of their designs to prepare it for printing.</p> <p>Children have printed their design as a 2D net and then created a 3D model.</p> <p>Children have explored the</p>	<p>Children can use the number formatting tools within 2Calculate to appropriately format numbers.</p> <p>Children can add a formula to a cell to automatically make a calculation in that cell.</p> <p>Children can use the timer, random number and spin button tools.</p> <p>Children can combine tools to make fun ways to explore number.</p> <p>Children can use a series of data in a spreadsheet to create a line graph.</p> <p>Children can use a line graph to find out when the temperature in the playground will reach 20°C.</p> <p>Children can make practical use of a spreadsheet to help</p>
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	<p>to recreate their own animation.</p> <p>Children have shared their animations and commented on each other's work using display boards and blogs in Purple Mash.</p> <p style="text-align: center;">Unit 4.7 Effective Search (3 weeks)</p> <p>Children can structure search queries to locate specific information.</p> <p>Children have used search to answer a series of questions.</p> <p>Children have written search questions for a friend to solve</p> <p>Children can analyse the contents of a web page for clues about the credibility of the information.</p> <p style="text-align: center;">Unit 4.8 Hardware Investigators (2 Weeks)</p>	<p>them plan actions.</p> <p>Children can use the currency formatting in 2Calculate.</p> <p>Children can allocate values to images and use these to explore place value.</p> <p>Children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.</p> <p style="color: blue;">A17: Access to Information from the Media</p> <p style="text-align: center;">Unit 5.2 Online Safety (3 weeks)</p> <p>I think critically about the information that I share online both about myself and others.</p> <p>I know who to tell if I am upset by something that happens online.</p>	<p>intended audience.</p> <p style="text-align: center;">Unit 5.4 Databases (4 weeks)</p> <p>Children understand the different ways to search a database.</p> <p>Children can search a database in order to answer questions correctly.</p> <p>Children have designed an avatar for a class database.</p> <p>Children have successfully entered information into a class database.</p> <p>Children can create their own database on a chosen topic.</p> <p>Children can add records to their database.</p> <p>Children know what a database field is and can correctly add field information.</p> <p>Children understand how to word questions so that they can be effectively answered using a search of their database.</p>	<p>used in coding</p> <p>Children can create a game which has a timer and score pad.</p> <p>Children can use variables to control the objects in the game.</p> <p>Children can create loops using the timer and If/else statements.</p> <p>Children can include buttons and objects that launch windows to websites and programs.</p> <p>Children can code a program that informs others.</p>	<p>possibilities of 3D printing</p> <p style="text-align: center;">Unit 5.5 Game Creator (5 weeks)</p> <p>Children can review and analyse a computer game.</p> <p>Children can describe some of the elements that make a successful game.</p> <p>Children can begin the process of designing their own game.</p> <p>Children can design the setting for their game so that it fits with the selected theme.</p> <p>Children can upload images or use the drawing tools to create the walls, floor and roof.</p> <p>Children can design characters for their game.</p> <p>Children can decide</p>	<p>them plan actions.</p> <p>Children can use the currency formatting in 2Calculate.</p> <p>Children can allocate values to images and use these to explore place value.</p> <p>Children can use a spreadsheet made in 2Calculate to check their understanding of a mathematical concept.</p> <p style="text-align: center;">Unit 5.7 Concept Maps (4 weeks)</p> <p>Children can make connections between thoughts and ideas.</p> <p>Children can see the importance of recording concept maps visually.</p> <p>Children understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections'.</p>
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	<p>Children can name the different parts of a desktop computer.</p> <p>Children know what the function of the different parts of a computer is.</p> <p>Children have created a leaflet to show the function of computer parts.</p>	<p>I can use the SMART rules as a source of guidance when online.</p> <p>Children think critically about what they share online, even when asked by a usually reliable person to share something.</p> <p>Children have clear ideas about good passwords.</p> <p>Children can see how they can use images and digital technology to create effects not possible without technology.</p> <p>Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.</p> <p>Children are able to cite all sources when researching and explain the</p>			<p>upon, and change, the animations and sounds that the characters make.</p> <p>Children can make their game more unique by selecting the appropriate options to maximise the playability.</p> <p>Children can write informative instructions for their game so that other people can play it.</p> <p>Children can evaluate my their own and peers' games to help improve their design for the future.</p>	<p>Children can create a basic concept map.</p> <p>Children have used 2Connect Story Mode to create an informative text.</p> <p>Children have used 2Connect collaboratively to create a concept map.</p> <p>Children have used Presentation Mode to present their concept maps to an audience.</p>
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		<p>importance of this.</p> <p>Children select keywords and search techniques to find relevant information and increase reliability</p> <p>Children show an understanding of the advantages and disadvantages of different forms of communication and when it is appropriate to use each.</p> <p>FBV: Rule of Law/ Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Good Health and Well-Being.</p> <p>A8/ 16: Protection and Preservation of Identity/ Right to Privacy.</p> <p>E&D: Religion or Belief</p>				
<p>LUNAR: HISTORY</p>	<p>Ancient Greece</p> <p><i>A study of Greek life and achievements and their influence on the western world.</i></p>	<p>Benin</p> <p><i>To explore a non-European society that provides contrasts with British history</i></p>	<p>Biomes</p>			

	<p><i>The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day (non-statutory)</i></p> <p>I know how the Greek empire changed and grew.</p> <p>I know one reason why the Greek empire grew.</p> <p>I know how a timeline works, including BC and AD.</p> <p>I know some Greek events and can order a Greek timeline.</p> <p>I know what democracy is</p> <p>I know if I think different systems of democracy are fair or not and give reasons</p> <p>I know about and can compare ancient and modern democracy</p> <p>I know the legacy of the Athenian democratic system</p> <p>I know and can infer information from artefacts about what life was like in Ancient Greece</p> <p>I know what other sources I might need to get a fuller picture about life in Ancient Greece</p> <p>I know how Athens and Sparta are similar</p>	<p><i>To know and understand significant aspects of the history of the wider world including the nature of ancient civilisations and characteristic features of past non-European societies</i></p> <p><i>A non-European society that provides contrasts with British history –Benin (West Africa) c. AD 900-1300.</i></p> <p>I know some events in African history and can sort them into chronological order.</p> <p>I know events in African history and can sort them into different levels of significance and talk about how I came to my decisions.</p> <p>I know and can think and talk about my preconceptions of Africa and what I now know.</p> <p>I know some connections between Benin’s beliefs and the beliefs of another civilisation.</p> <p>I know and can contrast one of Benin’s beliefs with the beliefs of our world today.</p> <p>I know why European people were shocked when they found the Bronzes.</p> <p>I know how attitudes towards African art have changed since the Victorian times.</p> <p>I know who ancient artefacts belong to.</p> <p>I know how to compare and discuss the ways in which British and African history has been recorded.</p> <p>I know about Africa’s oral tradition of history telling.</p> <p>I know different versions of the story of Eweka.</p>	
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	<p>and different.</p> <p>I know the events of the Battle of Marathon.</p> <p>I know about the events of the Battle of Marathon from the point of view of someone involved in the Battle.</p> <p>I know how to use different sources to identify the most important achievements of Alexander the Great giving reasons</p> <p>I know similarities and differences between the empires of Ancient Greece and Britain</p> <p>I know how useful Greek myths/legends are in helping them to find out about the past</p> <p>I know that aspects of the past have been represented and interpreted in different ways</p> <p>I know why pottery can give us information about the Ancient Greek Olympic Games.</p> <p>I know how important the Ancient Games were to the modern Olympic Games and can say what is the same and what has changed.</p> <p>I know about and can describe the modern day Olympic games.</p> <p>I know and can show knowledge and understanding of aspects of life in Ancient Greece</p> <p>I know and can identify the most important legacy of the Ancient Greeks giving reasons</p> <p>FBV: Tolerance of Different Cultures and</p>	<p>I know a range of different evidence sources about Benin.</p> <p>I know the usefulness of different sources of evidence about Benin.</p> <p>I know range of artefacts and say what they can teach us about life in the Benin Kingdom.</p> <p>I know detailed information about a particular artefact from the Benin Kingdom.</p> <p>I know our knowledge of Benin is constructed from a range of sources.</p> <p>I know similarities and differences between Tudor and Stuart Britain and Benin.</p> <p>I know why British sailors went to Benin.</p> <p>I know answers to questions about Europeans in Benin and the Benin Punitive Expedition.</p> <p>I know how different historical characters may have felt about events in Benin's history.</p> <p>I know similarities and differences between Victorian Britain and Benin.</p> <p>I know by order of significance reasons why the Kingdom of Benin became a powerful empire and what led to its downfall.</p> <p>FBV: Tolerance of Different Cultures and Religions.</p>	
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	<p>Religions.</p> <p>GG: Decent Work and Economic Growth</p>	<p>GG: Decent Work and Economic Growth</p>	
<p>LUNAR: GEOGRAPHY</p>	<p>Ancient Greece</p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p>FBV: Tolerance of Different Cultures and Religions.</p> <p>GG: Decent Work and Economic Growth</p>	<p>Benin</p> <p><i>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></p> <p><i>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></p> <p>I know and can label important places in the history of the Benin Kingdom on a map of Africa.</p> <p>I know key words about the Kingdom of Benin.</p> <p>I know the scale (land mass) of Benin compared to England.</p> <p>I know where West Africa is in relation to the equator.</p> <p>I know standard symbols and keys for reading and creating maps.</p> <p>I know how to use atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>FBV: Tolerance of Different Cultures and Religions.</p>	<p>Biomes</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle .</i></p> <p><i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i></p> <p><i>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></p> <p>Know the term ‘biome’ and identify biomes of the world, including underwater biomes.</p> <p>Know the features of biomes, including vegetation, wildlife and climate and identify indigenous peoples of the biomes.</p> <p>Know that the threats faced by the various biomes of the world are serious and urgent.</p> <p>Know how organisms in a habitat depend on each other.</p> <p>Know the delicate interdependent nature of ecosystems.</p> <p>Know how plastic’s properties are what makes it a valuable resource.</p>

		GG: Decent Work and Economic Growth	<p>Know about global environmental problems and solutions.</p> <p>Know the role of plastic in today's society and how it impacts the world.</p> <p>Know the power of change by one community.</p> <p>FBV: Rule of Law</p> <p>GG: Climate Action/ Responsible Consumption and Production.</p>
ART & DESIGN	TBC		<p><i>Pupils should be taught about great artists, architects and designers in history.</i></p>
DESIGN & TECHNOLOGY	<p>Enterprise Project: Christmas present</p> <p>I generate two or more ideas by collecting and using information and discuss the positives and negatives of each.</p> <p>I work from my own detailed plans, modifying them where appropriate.</p> <p>I clarify my ideas through discussion, drawing and modelling.</p> <p>I understand that my finished product needs to be of a good quality.</p> <p>I make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve my technique.</p> <p>I use a range of joining techniques.</p>	<p>DT Project: Cam Toy/ Hydraulic Head</p> <p>I generate two or more ideas by collecting and using information and discuss the positives and negatives of each.</p> <p>I work from my own detailed plans, modifying them where appropriate.</p> <p>I clarify my ideas through discussion, drawing and modelling.</p> <p>I understand that my finished product needs to be of a good quality.</p> <p>I make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve my technique.</p> <p>I use a range of joining techniques.</p> <p>I take my time to refine and improve my product.</p>	<p>Cooking & Nutrition Unit</p> <p>I measure out my ingredients by weight or quantity, using scales where appropriate.</p> <p>I work in a safe and hygienic way.</p> <p>My food product is presented to impress the intended user.</p> <p>I describe my food product in terms of taste, texture, flavour and relate this to the intended purpose of the food.</p> <p>I understand that some foods may not be eaten raw, as it is unsafe.</p> <p>I understand that cooking alters the flavour and texture of foods and use this knowledge in my designs.</p>

	<p>I take my time to refine and improve my product.</p> <p>I persevere through different phases of the making process.</p> <p>I make sure that my product is strong and fit for its intended use.</p> <p>I experiment with a range of materials until I find the right mix of affordability, appeal and appropriateness for the job.</p> <p>I ensure my product is appealing and useable</p> <p>I consider if my product can be improved.</p> <p>I evaluate appearance and function against the original criteria.</p> <p>I test and evaluate my products, showing that I understand the situations my products will have to work.</p> <p>Throughout the making process I continually evaluate that my product is the best that it can be.</p> <p>When designing I think about the end user.</p> <p>My textile products include structural changes, such as plaiting or weaving to create new products such as rope, belts, bracelets etc.</p> <p>I use my art textiles skills such as stitching to help create a product that is sturdy and fit for purpose.</p>	<p>I persevere through different phases of the making process.</p> <p>I make sure that my product is strong and fit for its intended use.</p> <p>I experiment with a range of materials until I find the right mix of affordability, appeal and appropriateness for the job.</p> <p>I ensure my product is appealing and useable</p> <p>I consider if my product can be improved.</p> <p>I evaluate appearance and function against the original criteria.</p> <p>I test and evaluate my products, showing that I understand the situations my products will have to work.</p> <p>Throughout the making process I continually evaluate that my product is the best that it can be.</p> <p>I know the application of mechanisms to create movement.</p> <p>I have explored mechanical movement using hydraulics and pneumatics.</p> <p>I can use a range of appropriate tools, materials and equipment with a developing degree of skill.</p> <p>I make holes (punch, drill) accurately</p> <p>I draw on and use various sources of information to develop my ideas.</p>	<p>GG: Zero Hunger/ Good Health and Well-Being/ Clean Water and Sanitation.</p> <p>A24: Health and Health Services</p>
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	GG: Responsible Consumption and Production		I can produce a detailed step by step plan.			
			GG: Responsible Consumption and Production.			
PE	Gymnastics	Fitness	Dance	Dance	Yoga	Yoga
	To be able to perform symmetrical and asymmetrical balances.	To develop an awareness of what your body is capable of.	To create a dance using a random structure and perform the actions showing quality and control.	To create a dance using a random structure and perform the actions showing quality and control.	To develop flexibility through the sun salutation flow.	To develop flexibility through the sun salutation flow.
	To develop the straight, forward, straddle and backward roll.	To test and record baseline fitness scores.	To understand how changing the dynamics of an action changes the appearance of the performance.	To understand how changing the dynamics of an action changes the appearance of the performance.	To link actions together to create a yoga flow.	To link actions together to create a yoga flow.
	To develop the straight, barrel, forward, straddle and backward roll.	To develop sprinting technique and speed.	To provide and use feedback to improve on performance.	To provide and use feedback to improve on performance.	To develop strength through yoga flows.	To develop strength through yoga flows.
	To be able to explore different methods of travelling, linking actions in both canon and synchronisation.	To develop strength using my own body weight.	To understand and use relationships and space to change how a performance looks.	To provide and use feedback to improve on performance.	To create your own flow showing quality in control, balance and technique.	To create your own flow showing quality in control, balance and technique.
	To be able to perform progressions of inverted movements.	To develop coordination through skipping.	To work with a group to create poses and link them together using transitions.	To understand and use relationships and space to change how a performance looks.	To develop balance through yoga flows.	To develop balance through yoga flows.
	To be able to perform progressions of a handstand.	To perform actions that develop agility. To complete actions to develop stamina.	To use choreographing devices when working as a group.	To work with a group to create poses and link them together using transitions.	To develop strength, balance and control when taking weight on my hands.	To develop strength, balance and control when taking weight on my hands.
	To explore matching and mirroring using actions both on the floor and on	To develop control whilst balancing.	To copy and repeat movements in the style of Rock 'n' Roll.	To work with a partner to copy and repeat actions and keeping in time with the music.	To work collaboratively to create a controlled paired yoga flow.	To work collaboratively to create a controlled paired yoga flow.
		To re-test fitness and identify areas of improvement.		To use choreographing devices when working as a group.	To create your own yoga flow that challenges technique, balance and control.	To create your own yoga flow that challenges technique, balance and control.

	<p>apparatus.</p> <p>To be able to create a partner sequence using apparatus.</p> <p style="text-align: center;">Hockey</p> <p>To develop dribbling with control.</p> <p>To develop dribbling to beat a defender.</p> <p>To develop sending the ball using a push pass.</p> <p>To develop receiving the ball with control.</p> <p>To be able to move into space to support a teammate.</p> <p>To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.</p> <p>To use space effectively in game situations.</p> <p>To apply the rules and skills you have learnt to play in a hockey tournament.</p>	<p style="text-align: center;">Hockey</p> <p>To develop dribbling with control.</p> <p>To develop dribbling to beat a defender.</p> <p>To develop sending the ball using a push pass.</p> <p>To develop receiving the ball with control.</p> <p>To be able to move into space to support a teammate.</p> <p>To develop using an open stick (block) tackle and jab tackle to gain possession of the ball.</p> <p>To use space effectively in game situations.</p> <p>To apply the rules and skills you have learnt to play in a hockey tournament.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p>	<p>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p> <p style="text-align: center;">Volleyball</p> <p>To use the ready position to move to the ball.</p> <p>To develop the fast catch volley.</p> <p>To be able to volley the ball.</p> <p>To develop the dig and understand when to use it.</p> <p>To keep a continuous rally going over the net.</p> <p>To develop the underarm serve and learn the rules of serving.</p> <p>To be able use the scoring system and understand when to rotate.</p> <p>To apply the rules, skills and tactics learnt to play in a volleyball tournament.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>	<p>To copy and repeat movements in the style of Rock 'n' Roll.</p> <p>To work with a partner to copy and repeat actions and keeping in time with the music.</p> <p>To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p> <p style="text-align: center;">Volleyball</p> <p>To use the ready position to move to the ball.</p> <p>To develop the fast catch volley.</p> <p>To be able to volley the ball.</p> <p>To develop the dig and understand when to use it.</p> <p>To keep a continuous rally going over the net.</p> <p>To develop the underarm serve and learn the rules of</p>	<p style="text-align: center;">Rounders</p> <p>To throw and catch with accuracy under pressure.</p> <p>To develop the bowling action and understand the role of the bowler.</p> <p>To develop batting technique.</p> <p>To make decisions about where and when to send the ball to stump a batter out.</p> <p>To develop a variety of fielding techniques and when to use them in a game.</p> <p>To develop long and short barriers in fielding and understand when to use them.</p> <p>To develop decision making and tactical awareness when playing competitively.</p> <p>To apply the rules</p>	<p style="text-align: center;">Athletics</p> <p>To be able to apply different speeds over varying distances.</p> <p>To develop fluency and coordination when running for speed.</p> <p>To develop technique in relay changeovers.</p> <p>To develop power, control and consistency in jumping for distance.</p> <p>To develop technique and coordination in the triple jump.</p> <p>To develop throwing with force for longer distances.</p> <p>To develop throwing with greater control and technique.</p> <p>To develop officiating and performing skills.</p>
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	<p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>	<p>A31: Leisure, Play and Culture</p>		<p>serving.</p> <p>To be able use the scoring system and understand when to rotate.</p> <p>To apply the rules, skills and tactics learnt to play in a volleyball tournament.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>	<p>and skills you have learnt to play in a rounders tournament.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>	<p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p>
MUSIC	<p>Music from India</p> <p>To perform rhythmic patterns confidently and with a strong sense of pulse.</p> <p>To learn basic rhythmic devices used in many drumming traditions.</p> <p>To play a variety of sounds on percussion instruments and</p>	<p>Exploring Rounds</p> <p>To play music in two (or more) parts.</p> <p>To explore the effect of two or more pitched notes sounding together – harmony.</p> <p>To experiment with clusters of pitched notes and discover which combinations are ‘comfortable’</p>	<p>The Planets</p> <p>To extend their sound vocabulary and to compose a soundscape.</p> <p>To explore a wide range of sound sources to explore and communicate sounds.</p> <p>To make expressive use of vocal and instrumental possibilities to create and structure compositions in groups and share these with the class.</p> <p>To notate this using graphic scores.</p>	<p>Songwriting</p> <p>To compose a song with an awareness of the relationship between lyrics and melody.</p> <p>To learn of the important role played by lyrics in songs.</p> <p>To focus on the different functions of lyrics in conveying mood, expressing attitude</p>	<p>Time to play</p> <p>To take part in a class performance with confidence, expression and control.</p> <p>To sing and play a two-part song, play instrumental accompaniments and rehearse and develop musical and performance ideas with understanding of</p>	<p>‘Brief’ compositions</p> <p>To develop an understanding of the process of composing by creating and performing music in response to musical and non-musical stimuli.</p>

	learn how to use timbre and duration to add variety to their rhythmic ideas. To invent and improvise simple rhythmic patterns.	(concorde), and which 'clash' (discords). To experiment with melodic ostinati to provide accompaniments. To play drones and single note accompaniments.		or telling a story. To employ simple techniques for composing lyrics of their own and setting these to melodies. To learn about the cultural and social significance of many lyrics and how that meaning should be reflected in performance as well as in the composition itself.	how to achieve a quality class performance.	
MODERN FOREIGN LANGUAGE	<p>Welcome to school Content Asking who someone is. Asking someone's age. Have you...? I have... Numbers 0 – 31. Classroom objects.</p> <p>Phonics Key listen out activity based on: numbers and colours. oi/eu/ou</p>	<p>My Local Area Content Where is...? Here is... Left/Right/Straight ahead / There is / There are.</p> <p>Phonics Key listen out activity based on: shop nouns. ou/ch.</p> <p>Grammar Exploration of recognising and using commands such as there is / are.</p>	<p>Family Tree and Faces Content Asking who someone is. This is mum/brother/sister/ Dad/grandma/grandad/friend. Who are you? Parts of the face I have. Giving hair and eye colour.</p> <p>Phonics Key listen out activity based on: numbers.</p> <p>Grammar Exploration of language which are adjectives, including 'I</p>	<p>Celebrating Carnival and Body Parts Content Parts of the body and simple descriptions, Colour/small/big. Asking have you...? I have There is / There are.</p> <p>Phonics Key listen out activity based on: parts of the body. e/ou.oi</p>	<p>Feeling Unwell and Jungle Animals Content How are you feeling? Simple everyday illnesses. Jungle animals. Using body part nouns and colours in simple sentences (noun, verb, adjective).</p> <p>Phonics Key listen out activity based on: illnesses. en</p>	<p>Summer Time Content Asking / answering simple weather phrases. Ice creams – asking for a flavour. Asking the price. Asking politely for an item. Instructions to make a fantastical ice cream.</p> <p>Phonics Key listen out activity based on: ice creams ch/en/on</p>

	<p>Grammar Exploration of nouns: masculine/feminine.</p> <p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p>	<p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p>	<p>have'.</p> <p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p>	<p>Grammar Exploration of identifying and producing singular and plural forms of nouns. Identifying parts of language which adjectives.</p> <p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p>	<p>Grammar Exploration of identifying and producing singular and plural and masculine and feminine nouns.</p> <p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p>	<p>Grammar Exploration and identifying verbs in simple present tense sentences.</p> <p>Polite requests – I would like....</p> <p>FBV: Tolerance of Different Cultures and Religions</p> <p>GG: Quality Education</p>
DRAMA	Devising (Family Assembly)		Script Work (Church Service)		Improvisation, Role Play (Through English Work)	

For objectives taught within each unit of work, please refer to individual subject Long Term Plans

<https://www.rainhillstanns.co.uk/page/?title=Curriculum&pid=7>

Links

FBV: Fundamental British Value

E&D: Equality & Diversity

GG: Global Goal

A??: UNICEF Article