

Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
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# History

Tudors	<p><b>Investigate and interpret evidence</b></p>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>	<p>1) Who were the <b>Tudors</b>? When did they live and when did they come to power? Think about what else was going on in the world at the same time as the Tudors (e.g, the Aztecs) - create a timeline of historical events. Learn about the <b>War of the Roses</b> and the <b>Battle at Bosworth</b> battlefield.</p> <p>2) Who were the <b>Tudor monarchs</b>? Children to be given information about the Tudor monarchs and asked to complete some of their own research. Learn about the <b>Tudor family tree</b>.</p> <p>3) <b>Henry VIII</b> - Look at images and <b>sources of evidence</b> linked to Henry VIII. What can we <b>deduce</b> about this life? Learn about his wives and the reason why he married so many times.</p> <p>4) Henry VIII - What was life like under the rule of Henry VIII? Children will learn about how Henry VIII desire for a <b>male heir</b>, led to the <b>reformation of the Catholic church</b>. Think about the divisions this caused, not only in England but across the world, and the impact of this today.</p> <p>5) Elizabeth I - Learn about the <b>Elizabethan era</b> and think about why she is considered one of the greatest monarchs of all time. Consider why it is significant that she died without an <b>heir to the throne</b>. Children to consider the following question: Who was the better monarch – Henry VIII or Elizabeth I?</p>
	<p><b>Build an overview of world history</b></p>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>6) <b>Tudor entertainment</b> - Consider why entertainment became so popular during the Tudor times. Look at sources of evidence which tells us about entertainment during these times. Learn about the <b>Globe theatre</b>. Children to <b>investigate</b> the Globe theatre. <b>Compare</b> the Globe theatre then and now.</p>
<p><b>Understand Chronology</b></p>		<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>	
<p><b>Communicate historically</b></p>		<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> </ul> </li> </ul>	

		<ul style="list-style-type: none"> <li>• legacy.</li> <li>• Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>	
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# Geography

Maps	<p><b>Investigate places</b></p>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul>	<p><b>Maps</b></p> <p>1 – <b>MATCHING SYMBOLS</b> - the symbols and meaning of the different symbols. Identify the meaning on the map.</p> <p>2 – <b>COMPASS POINTS</b> – 4 point compass points, progress to 8 point. Label, direct partners (outside if available spacing), find places on the maps.</p> <p>3 – <b>GRID REFERENCES</b> – learn how to read a grid reference given with 4 points. Use a selection of maps. Progress to drawing an image on a given map with specific grid reference.</p> <p>4 - <b>GRID REFERENCES</b> – review and repeat lesson 3, moving on to an 6n point grid reference.</p> <p>5 - <b>PLANNING A ROUTE</b> – Children to plan a route to the park? It could be from their house to school depending on where it is located. Think about the language that needs to be used, reference to compass points and grid references.</p> <p>6 – <b>USING ATLASES</b></p>
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	<p><b>Investigate patterns</b></p>	<ul style="list-style-type: none"> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>• Describe geographical diversity across the world.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<p>1 - What is Surrealism? A study of surrealism <a href="#">What is Surrealism?   Tate Kids - YouTube</a> – what is it? Artists examples., what do you notice? Comment upon artists work with own thoughts and opinions.</p> <p>2 - Artist Study - Salvador Dali Introduce the artist and examples of his work - powerpoint to follow. Focus on his portraits, what makes them surreal? What colours have been used? What materials?</p> <p>3 - Colour theory Discuss the colour theory used by surrealist artists. Discuss with children how to mix paints, the primary and secondary colours and the concept of tones. In sketchbooks show their colour mixing and use of tones.</p>
	<p><b>Communicate geographically</b></p>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>	<p>4 - Sketchbooks – drawing Children to design their own surrealist artwork. Discuss and share surreal ideas with each other in the class. Go through different pencil shading types.</p> <p>5 - Sketchbooks – painting Recap on colour theory lesson previously. Add paint to last weeks sketches.</p> <p>6 - Sketchbooks – drawing Refer back to sketch that has been produced, work in small groups to discuss each others art work, what could be improved? Children to complete final sketch and painting of their surreal art.</p>

# Art & Design

Surrealism

## Develop ideas

- Develop and imaginatively extend ideas from starting points throughout the curriculum.
- Collect information, sketches and resources and present ideas imaginatively in a sketch book.
- Use the qualities of materials to enhance ideas.
- Spot the potential in unexpected results as work progresses.
- Comment on artworks with a fluent grasp of visual language.

## Master Techniques

- Painting
- Sketch (lightly) before painting to combine line and colour.
  - Create a colour palette based upon colours observed in the natural or built world.
  - Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
  - Combine colours, tones and tints to enhance the mood of a piece.
  - Use brush techniques and the qualities of paint to create texture.
  - Develop a personal style of painting, drawing upon ideas from other artists.
- Collage
- Mix textures (rough and smooth, plain and patterned).
  - Combine visual and tactile qualities.
  - Use ceramic mosaic materials and techniques.
- Sculpture
- Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.
  - Use tools to carve and add shapes, texture and pattern.

- Combine visual and tactile qualities.
- Use frameworks (such as wire or moulds) to provide stability and form.

#### Drawing

- Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
- Use a choice of techniques to depict movement, perspective, shadows and reflection.
- Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).
- Use lines to represent movement.

#### Print

- Build up layers of colours.
- Create an accurate pattern, showing fine detail.
- Use a range of visual elements to reflect the purpose of the work.

#### Textiles

- Show precision in techniques.
- Choose from a range of stitching techniques.
- Combine previously learned techniques to create pieces.

#### Digital Media

- Enhance digital media by editing (including sound, video, animation, still images and installations).

	<b>Take inspiration from the greats</b>	<ul style="list-style-type: none"> <li>• Give details (including own sketches) about the style of some notable artists, artisans and designers.</li> <li>• Show how the work of those studied was influential in both society and to other artists.</li> <li>• Create original pieces that show a range of influences and styles.</li> </ul>	
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## Design & Technology

	<b>Master practical skills</b>	<p>Food</p> <ul style="list-style-type: none"> <li>• Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).</li> <li>• Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>• Demonstrate a range of baking and cooking techniques.</li> <li>• Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p>Materials</p> <ul style="list-style-type: none"> <li>• Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>• Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> </ul> <p>Textiles</p>	<p>Lesson 1 – <b>Introduce arch structures.</b> Look at the history of them. Introduce key words. Children to annotate an image and label appropriately.  <b>keystone, voussoir, pier, impost, perfected, ellipse, parabola</b></p> <p>Lesson 2 – <b>Finger Fluency.</b> Practice making different arch structures using a range of resources. Explain how arches are made. Annotate diagrams.  Block/acetate/paper cups/cardboard tubes/cardboard boxes  <b>automatically, fluency, abutments</b></p> <p>Lesson 3 – <b>Design inspiration.</b> Look at a selection of buildings designed by famous architects.  <b>inspiration, purpose, user</b></p> <p>Lesson 4 -  Lesson 5 -  Lesson 6 -</p>
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		<ul style="list-style-type: none"> <li>• Create objects (such as a cushion) that employ a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).</li> </ul> <p>Electricals and electronics</p> <ul style="list-style-type: none"> <li>• Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</li> </ul> <p>Computing</p> <ul style="list-style-type: none"> <li>• Write code to control and monitor models or products.</li> </ul> <p>Construction</p> <ul style="list-style-type: none"> <li>• <b>Develop a range of practical skills to create products</b> (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>• Convert rotary motion to linear using cams.</li> <li>• Use innovative combinations of electronics (or computing) and mechanics in product designs.</li> </ul>	
	<p><b>Design, make, evaluate and improve</b></p>	<ul style="list-style-type: none"> <li>• <b>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</b></li> <li>• <b>Make products through stages of prototypes, making continual refinements.</b></li> </ul>	



		<ul style="list-style-type: none"> <li>• Ensure products have a high quality finish, using art skills where appropriate.</li> <li>• Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</li> </ul>	
	<b>Take inspiration from design throughout history</b>	<ul style="list-style-type: none"> <li>• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</li> <li>• Create innovative designs that improve upon existing products.</li> <li>• Evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>	

## Science

	<b>Work scientifically</b>	<ul style="list-style-type: none"> <li>• Plan enquiries, including recognising and controlling variables where necessary.</li> <li>• Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</li> <li>• Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</li> <li>• Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</li> <li>• Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</li> <li>• Present findings in written form, displays and other presentations.</li> <li>• Use test results to make predictions to set up further comparative and fair tests.</li> </ul>	<b>1-</b>
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		<ul style="list-style-type: none"> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	
	<b>Understand plants</b>	<ul style="list-style-type: none"> <li>• <i>Relate knowledge of plants to studies of evolution and inheritance.</i></li> <li>• <i>Relate knowledge of plants to studies of all living things.</i></li> </ul>	
	<b>Understand animals and humans</b>	<ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> <li>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>• Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.</li> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	
	<b>Investigate living things</b>	<ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> <li>• Describe how living things are classified into broad groups according to common observable characteristics.</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	
	<b>Understand evolution and inheritance</b>	<ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	
	<p><b>Investigate materials</b></p>	<ul style="list-style-type: none"> <li>• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</li> <li>• Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>• 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, oxidation and the action of acid on bicarbonate of soda.</li> </ul>	<p>Year 5 Autumn 2</p> <p>Children will predict, investigate, observe and explain what happens when a variety of materials are mixed with water. They will also consider how the original materials might be recovered from a solution.</p> <p>Children will explore ways in which the original materials in some mixtures and solutions may be recovered.</p> <p>Children will identify solutions which are the product of irreversible reactions between the substances that were dissolved. They will then carry out practical investigations involving irreversible reactions.</p> <p>Children will learn about reversible and irreversible changes caused by heating or cooling materials. They will then either predict and sort materials according to what may happen when they are heated or cooled, or explore irreversible reactions by cooking.</p> <p>Children will consider what happens when materials are burned, including what new materials are produced. They may then either write about a range of flammable materials, or carry out a burning investigation.</p> <p>Children will identify several different properties of a range of materials (conductive, magnetic, soluble, flexible, transparent etc.), then either sort given sets of materials, or investigate the properties</p>

			Children will consider ways in which certain properties of materials make them useful. They will then sort, test and select materials for different uses, depending on their properties.
	<b>Understand the Earth's movement in space</b>	<ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p>Year 5 Autumn 1</p> <ul style="list-style-type: none"> <li>• Children will consider the evidence, which proves that the Earth, Sun and Moon are spherical, then organise information or answer questions to show what they have learned and understood.</li> <li>• Children will learn about the sizes of the Earth, Sun and Moon, then use everyday objects to compare their relative sizes and estimate the distances between them.</li> <li>• Children will consider analogies which help explain why we perceive the Sun to be moving across the sky, but it is the Earth rotating which creates the effect. They will then draw diagrams or make models to show what they have learned.</li> <li>• Children will study data showing sunrise and sunset times. They will then plot and interpret data using graphs.</li> <li>• Children will share their ideas about what a year is, then learn how a year on Earth and on other planets is defined. They will then draw diagrams, write definitions or draw posters to show what they have learned.</li> <li>• Children will learn about the phases of the Moon and what a lunar month is. They will draw diagrams, or conduct research to show what they have learned and discover more.</li> </ul>
	<b>Understand electrical circuits</b>	<ul style="list-style-type: none"> <li>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>• Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	
	<p><b>Understand movement, forces and magnets.</b></p>	<p><b>Magnets</b></p> <ul style="list-style-type: none"> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</li> <li>• <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i></li> <li>• <i>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</i></li> <li>• Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	

	<b>Understand light and seeing</b>	<ul style="list-style-type: none"> <li>• Understand that light appears to travel in straight lines.</li> <li>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.</li> <li>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.</li> </ul>	
	<b>Investigate sound and hearing</b>	<ul style="list-style-type: none"> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> </ul>	

## Computing

	<b>Code</b>	<ul style="list-style-type: none"> <li>• Set IF conditions for movements. Specify types of rotation giving the number of degrees.</li> <li>• Change the position of objects between screen layers (send to back, bring to front).</li> <li>• Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation.</li> <li>• Combine the use of pens with movement to create interesting effects.</li> <li>• Set events to control other events by 'broadcasting' information as a trigger.</li> <li>• Use IF THEN ELSE conditions to control events or objects.</li> </ul>	<u>Autumn Term 2 Vector Drawings</u> <ol style="list-style-type: none"> <li>1) Introduce vector drawings.</li> <li>2) Identify shapes that are used to create a vector drawing.</li> <li>3) Increase the complexity of their vector drawings using the zoom tool.</li> <li>4) Gain an understanding of layers and how they are used in vector drawings.</li> <li>5) Duplicating multiple objects.</li> </ol>
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- Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions.

- Use lists to create a set of variables.

- Use the Boolean operators

() < ()

() = ()

() > ()

()and()

()or()

Not()

to define conditions.

- Use the Reporter operators

() + ()

() - ()

() \* ()

() / ()

to perform calculations.

Pick Random () to ()

Join () ()

Letter () of ()

6) Understand how digital images can be made from shapes and pixels. Create their own labels for the classroom using vector drawings.

		<p>Length of ( )</p> <p>( ) Mod ( ) This reports the remainder after a division calculation</p> <p>Round ( )</p> <p>( ) of ( ).</p>	
	<p><b>Connect</b></p>	<ul style="list-style-type: none"> <li>• Collaborate with others online on sites approved and moderated by teachers.</li> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>	<p>Autumn Term 1 – Sharing Information Systems – children will develop their understanding of components working together as a whole.</p> <p>Computer systems and us – how larger computer systems work and consider how devices processes are connected.</p> <p>Transferring information – parts of a computer system are not always in the same place and may use the internet to transfer. How do computers communicate with each other?</p> <p>Working together – How can people work together when they're not in the same place, collaborative working online.</p> <p>Better working together – Reflect on working together online on a project.</p> <p>Shared working – Reusing and modifying work by someone else.</p>
	<p><b>Communicate</b></p>	<ul style="list-style-type: none"> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> </ul>	



	<b>Collect</b>	<ul style="list-style-type: none"> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.</li> </ul>	
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# Music

<u>Vocab</u> <u>Unit 1</u> Minims, crotchets, dotted crochets, quavers, Legato, staccato, solo, tempo, allegro, adagio Dynamics - loud (forte) and quiet (piano), getting louder (crescendo)and getting quieter (decrescendo)	<b>Perform</b>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>	Charanga unit – How does music bring us together. Lesson 1 – Ghost Parade Lesson 2 – Ghost Parade Lesson 3 – Words can hurt Lesson 4 – Words can hurt Lesson 5 – Joyful, Joyful Lesson 6 – Joyful, Joyful <b>Performing</b> Ghost Parade; Words can hurt; Joyful, Joyful <b>Composing</b> C, G, Ab, Bb <b>Improvising</b> Using the glockenspiel and recorder  Ukulele lessons – Taught by Mrs Harwood - LMS
	<b>Compose</b>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>	
	<b>Transcribe</b>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> </ul>	
	<b>Describe music</b>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning</li> </ul>	Ukulele lessons – Taught by Mrs Harwood - LMS

**Develop practical skills in order to participate, compete and lead a healthy lifestyle**

### **Games**

Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).

- Work alone, or with team mates in order to gain points or possession.
- Strike a bowled or volleyed ball with accuracy.
- Use forehand and backhand when playing racket games.
- Field, defend and attack tactically by anticipating the direction of play.
- Choose the most appropriate tactics for a game.
- Uphold the spirit of fair play and respect in all competitive situations.

### **Dance**

- Compose creative and imaginative dance sequences.
- Perform expressively and hold a precise and strong body posture.
- Perform and create complex sequences.

### **NETBALL**

- 1 - To develop passing and moving.
- 2 - To develop passing and moving towards a goal.
- 3 - To be able to use the attacking principle of creating and using space.
- 4 - To be able to change direction and lose a defender.
- 5 - To be able to defend ball side and know when to go for interceptions.
- 6 - To develop the shooting action
- 7 - To be able to change direction to get free from a defender and receive a pass.  
To learn the positions of 5-a-side netball.
- 8 - To play in a 5-a-side netball tournament.

### **KEY LANGUAGE**

Interception, opponent, defend, attack, possession, conceding

### **DANCE**

1. THEME: Dance by Chance  
To create a dance using a random structure and perform the actions showing quality and control.
2. THEME: Dance by Chance  
To understand how changing the dynamics of an action changes the appearance of the performance.  
To provide and use feedback to improve on performance.
3. THEME: Dance by Chance  
To understand and use relationships and space to change how a performance looks.
4. THEME: Snapshot  
To work with a group to create poses and link them together using transitions.
5. THEME: Snapshot  
To use choreographing devices when working as a group.
6. THEME: Rock 'n' Roll  
To copy and repeat movements in the style of Rock 'n' Roll.

		<ul style="list-style-type: none"> <li>• Express an idea in original and imaginative ways.</li> <li>• Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</li> <li>• Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</li> </ul>	<p>7. THEME: Rock 'n' Roll To work with a partner to copy and repeat actions and keeping in time with the music.</p> <p>8. THEME: Rock 'n' Roll To work collaboratively with a group to create a dance in the style of Rock 'n' Roll.</p>
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**R.E**

	<b>Understand beliefs and teachings</b>	<p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	
	<b>Understand practices and lifestyles</b>	<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p>	
	<b>Understand how beliefs are conveyed</b>	<p>Explain some of the different ways that individuals show their beliefs.</p>	

<b>Families and friendships</b>	Attraction to others; romantic relationships; civil partnership and marriage	<p>what makes a healthy friendship and how they make people feel included</p> <ul style="list-style-type: none"> <li>• strategies to help someone feel included</li> <li>• about peer influence and how it can make people feel or behave</li> <li>• the impact of the need for peer approval in different situations, including online</li> <li>• strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication</li> <li>• that it is common for friendships to experience challenges</li> <li>• strategies to positively resolve disputes and reconcile differences in friendships</li> <li>• that friendships can change over time and the benefits of having new and different types of friends</li> <li>• how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable</li> <li>• when and how to seek support in relation to friendships</li> </ul>	<ol style="list-style-type: none"> <li>1. Friendships (what make a good friend? Qualities that make a good friend)</li> <li>2. Peer Pressure (understanding the term peer pressure and what is meant by it) Scenarios</li> <li>3. Changing Friendships – How friendships may change over time / moving classes/ schools etc. Case history. Benefit/challenge cards</li> </ol> <p>Help with friendships - How to deal with concerns with a friendship. When can we spot that we may need support with our friendship.</p>
<b>Safe relationships</b>	Recognising and managing pressure; consent in different situations	<p>to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations</p> <ul style="list-style-type: none"> <li>• how to ask for, give and not give permission for physical contact</li> <li>• how it feels in a person's mind and body when they are uncomfortable</li> <li>• that it is never someone's fault if they have experienced unacceptable contact</li> <li>• how to respond to unwanted or unacceptable physical contact</li> <li>• that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>• whom to tell if they are concerned about unwanted physical contact</li> </ul>	<ol style="list-style-type: none"> <li>1. PANTs (NSPCC lesson)</li> <li>2. Mental well being – how we can take care of it (PSHE Association)</li> <li>3. how feelings and emotions are affected and can be managed at changing, challenging or difficult times</li> <li>4. Online safety taught through computing (see Autumn term Computing).</li> </ol>
<b>Respecting ourselves and others</b>	Expressing opinions and respecting	<p>to recognise that everyone should be treated equally</p> <ul style="list-style-type: none"> <li>• why it is important to listen and respond respectfully to a wide range of people,</li> </ul>	<ol style="list-style-type: none"> <li>1. What are values? How do we show these through behaviour? Scenarios.</li> </ol>

	<p>other points of view, including discussing topical issues</p>	<p>including those whose traditions, beliefs and lifestyle are different to their own</p> <ul style="list-style-type: none"> <li>• what discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>• to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> </ul>	<ol style="list-style-type: none"> <li>2. How do we respond when we disagree with others' opinions? Drama.</li> <li>3. Discrimination – Primary Stars. X2 lessons. Talking first session. Create a player card lesson 2</li> </ol> <p>Online safety taught through computing (see Autumn term Computing).</p>
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