

SPRING TERM 2025 - 26 YEAR 5			
Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
<h1>History</h1>			
Crime and Punishment	<b>Investigate and interpret evidence</b>	<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><b>Crime and punishment</b> (Non-CQ theme)</p> <ul style="list-style-type: none"> <li>• Look at crime and punishment in today's world – <b>DNA</b>, fingerprint technology, role of the police, etc.</li> <li>• Make comparisons between punishments today and punishments in the past.</li> <li>• Place time periods on a timeline for each era studied.</li> <li>• Look at the following periods: <b>Anglo-Saxons, Tudors, Victorians</b> in order to relate back to previous learning.</li> <li>• <b>Anglo Saxons</b> – was there a police force? How were crimes punished during this time? Explore terms <b>weregild, outlaw, trial by ordeal, oath</b>.</li> <li>• <b>Tudors</b> – explore different Tudor punishments – why were they used? How did religion have an impact on Tudor crime and punishments? Key focus on <b>Tower of London, execution, beheading, gallows, branding, pillory, stocks, ducking stool, drunkard's cloak, branks, vagrants, treason, heresy</b>.</li> <li>• <b>Victorians</b> – recap on changes in society during this period (<b>e.g, industrialisation</b>) and the crimes that came along with this. Explore different punishments, <b>e.g, transportation to Australia, reformatory/disciplinary schools</b>. Explore the introduction of the <b>police force</b>.</li> </ul> <p><b>Key vocabulary – in bold above.</b></p> <p><b>Week 1 – Current crime and punishment – finger prints</b> – discuss current punishments for crimes committed</p> <p><b>Week 2 – Victorians</b> - reflect back to learning about the Victorians. What can the children recall about this period? Discuss the crimes and what punishments people may receive for them.</p>
	<b>Build an overview of world history</b>	<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><b>Week 3 – Tudors-</b> learn about punishments were used during the Tudor period</p> <p><b>Week 4 - Anglo Saxons</b> – compare the Anglo-Saxon period to the modern day laws. How do they compare?</p> <p><b>Week 5 – Romans</b> – Make links to the Anglo-Saxon period and current laws.</p> <p><b>Week 6 – Through the ages</b> – Compare the crimes and punishments that we have been learning about. Which do they think have altered the most? Which time period would they want to live in? Why?</p>
<b>Understand Chronology</b>		<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>	
<b>Communicate historically</b>		<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

Oceans	<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>Ocean currents (pg 146-147)</b></p> <ul style="list-style-type: none"> <li>• What is an ocean current? What creates an ocean current?</li> <li>• What are gyres? Look at the rotation of gyres in the N and S hemispheres.</li> <li>• Identify and map the main ocean currents of the world.</li> <li>• Find out about the effect the ocean currents have on world weather patterns. What is the Gulf Stream and how does it affect UK weather?</li> <li>• Investigate the Great Pacific Garbage Patch. What is it? Why is it there/ What causes it? Plastic pollution: what can we do about it?</li> </ul> <p>Week 1 – Name and label the 5 oceans using an atlas.  Week 2 – ocean currents, cloze activity.  Week 3 – What is the gulf stream and how does it affect the climate?  Week 4 – Great garbage patch/ plastic pollution  Week 5 – search and rescue investigation involving ocean currents.</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><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>	

Textiles	<b>Develop ideas</b>	<ul style="list-style-type: none"> <li>• Develop and imaginatively extend ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources and present ideas imaginatively in a sketch book.</li> <li>• Use the qualities of materials to enhance ideas.</li> <li>• Spot the potential in unexpected results as work progresses.</li> <li>• Comment on artworks with a fluent grasp of visual language.</li> </ul>	<b>Textiles</b>  <b>Lesson 1 – Exploring Art which tells stories</b> Artist focus Richard Kimbo <b>Lesson 2 – Explore batik</b> Small image coloured in oil resist or wax crayons – screw the image up tightly. Paint over the top with a colour – rinse slightly (light wash) and then see where the paint has stuck to the image. <b>Lesson 3 -</b> he material – think carefully about the story they are telling with the image created (reflect back on the artist studied and us this to help) Wax crayon to create image and then paint as the resist. <b>Lesson 4 - Embellish</b> Children to add embellishments through sewing. <b>Lesson 5 – Embellish and review</b> Children to complete the embellishments with sewing and reflect upon their work. Share with the rest of the class as a gallery.
	<b>Master Techniques</b>	<p>Painting</p> <ul style="list-style-type: none"> <li>• Sketch (lightly) before painting to combine line and colour.</li> <li>• Create a colour palette based upon colours observed in the natural or built world.</li> <li>• Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</li> <li>• Combine colours, tones and tints to enhance the mood of a piece.</li> <li>• Use brush techniques and the qualities of paint to create texture.</li> <li>• <b>Develop a personal style of painting, drawing upon ideas from other artists.</b></li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Mix textures (rough and smooth, plain and patterned).</li> <li>• Combine visual and tactile qualities.</li> <li>• Use ceramic mosaic materials and techniques.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>• Use tools to carve and add shapes, texture and pattern.</li> <li>• Combine visual and tactile qualities.</li> <li>• Use frameworks (such as wire or moulds) to provide stability and form.</li> </ul> <p>Drawing</p>	

		<ul style="list-style-type: none"> <li>• Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).</li> <li>• Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>• Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</li> <li>• Use lines to represent movement.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>• Build up layers of colours.</li> <li>• Create an accurate pattern, showing fine detail.</li> <li>• Use a range of visual elements to reflect the purpose of the work.</li> </ul> <p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>• Show precision in techniques.</li> <li>• Choose from a range of stitching techniques.</li> <li>• Combine previously learned techniques to create pieces.</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>• Enhance digital media by editing (including sound, video, animation, still images and installations).</li> </ul>	
	<p><b>Take inspiration from the greats</b></p>	<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> </ul>	

- Create original pieces that show a range of influences and styles.

## Design & Technology

### Master practical skills

#### Food

- Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms).
- Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.
- Demonstrate a range of baking and cooking techniques.
- Create and refine recipes, including ingredients, methods, cooking times and temperatures.

#### Materials

- 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).
- 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).

#### Textiles

- Create objects (such as a cushion) that employ a seam allowance.

### 3.8 Food throughout the year (pages 419-426)

- Cultural events: Chinese New Year
- Cultural events: Christmas
- Cultural events: Diwali
- Cultural events: Iftar
- Cultural events: Hanukkah

### 3.10 Bolognese (pages 441-452)

- Bolognese: guided design-think
- Bolognese: guided design-break
- Bolognese: guided design-rethink

### Things to remember (pages 453-456)

Ideas- a Kitchen garden

Key vocabulary- inspiration, purpose, user, chopping, crushing, sauteing, stirring, perishable, infectious, compost, perennial, annual

Week 1 - foods throughout the year examples, create a menu for a season.

Week 2 –Design a healthy menu for a school lunch.

Week 3 – Ramadan, sample flatbread and hummus

Week 4 – Plan a bolognaise

Week 5 – make and evaluate a bolognaise

		<ul style="list-style-type: none"> <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>• Develop a range of practical skills to create products (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>• Design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>• Make products through stages of prototypes, making continual refinements.</li> <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>	
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## 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> <li>• Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	
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	<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>	<p>Lesson 1- Human Lifecycle, ordering photos at different points in life.</p> <p>Lesson 2-Babies and children- measuring heights and plotting data.</p> <p>Lesson 3- Adolescence and puberty- Venn diagram of changes that happen to male and females.</p> <p>Lesson 4-Adult and elderly- Labelling the features of elderly people.</p> <p>Lesson 5- Gestation of mammals- Interpreting bar graphs.</p> <p>Lesson 6- Gestation periods and lifespan- predicting lifespan of different mammals.</p>
	<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> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>	

		<ul style="list-style-type: none"> <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>Lesson 1- testing for magnetism, transparency and hardness. Practical test.</p> <p>Lesson 2- Electrical conductivity- Practical testing of different materials.</p> <p>Lesson 3- Planning insulating heat experiment.</p> <p>Lesson 4- Investigating heat experiment.</p> <p>Lesson 5- Evaluate heat experiment.</p> <p>Lesson 6- everyday objects, plastic, wood and metal- testing the products and evaluating.</p>
	<p><b>Understand the Earth's movement in space</b></p>	<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><b>Understand electrical circuits</b></p>	<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> <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>	<p><u>Spring 1 – Video editing</u></p> <p>Lesson 1 – Learn about the history of moving images and video. What are the benefits of adding audio?</p> <p>Lesson 2 – Identify devices and apps that record audio and video. What are the pros and cons of these devices?</p> <p>Lesson 1 – What makes a good <b>website</b>? Review existing website and its <b>structure</b>.</p> <p>Lesson 2 – How would you lay out a web page? Plan the features of a web page</p>
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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 ()

Lesson 3 – **Copyright** or copyWRONG – consider the **ownership** and use of images.

Lesson 4 – How does my webpage look? Recognise the need to **preview** a webpage.

Lesson 5 – Follow the breadcrumbs – what is a **navigation path**? Outline the need for a navigation path.

Lesson 6 – Think before you link. Recognise the implications of linking to content owned by other people.

	<p>Length of ()</p> <p>() Mod () This reports the remainder after a division calculation</p> <p>Round ()</p> <p>() of ().</p>	
<b>Connect</b>	<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>	
<b>Communicate</b>	<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>	<p><u>Spring Term 2 – Flat-file databases</u></p> <ol style="list-style-type: none"> <li>1. Creating a paper-based database – paper version of a database.</li> <li>2. Computer databases – examine how data can be stored and viewed.</li> <li>3. Using a database – grouping records</li> <li>4. Using search tools - use search techniques within a database</li> </ol>

			<p>5. Comparing data visually - what makes a chart useful and how it can be used to compare data.</p> <p>6. Databases in real life - real life data base to ask and answer questions.</p>
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# Music

<p><u>Vocab</u> <u>Unit 1</u> Minims, crotchets, dotted crotchets, quavers, Legato, staccato, solo, tempo, allegro, adagio Dynamics - loud (forte) and quiet (piano), getting louder (crescendo)and getting quieter (decrescendo)</p>	<p><b>Perform</b></p>	<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>	<p>Charanga unit – <b>Fresh Prince of BelAir</b></p> <p>Lesson 1 – 1. Listen and Appraise the Fresh Prince of Bel Air and other Hip Hop tunes:</p> <ul style="list-style-type: none"> <li>● Fresh Prince Of Bel-Air by Will Smith</li> <li>● Me, Myself And I by De La Soul</li> <li>● Ready Or Not by The Fugees</li> <li>● Rapper’s Delight by The Sugarhill Gang</li> <li>● U Can’t Touch This by MC Hammer</li> <li>● It’s Like That by Run DMC</li> </ul> <p>Lesson 2 – a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Lesson 3 – a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Lesson 4 – a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song</p>
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			<p>e. Improvise with the Song (and optional extension activities)</p> <p>f. Compose with the Song</p> <p>Lesson 5 – Perform the song.</p> <p><b>Performing</b></p> <p><b>Rap</b></p> <p><b>Composing</b></p> <p>D,E,F</p> <p><b>Improvising</b></p> <p>Using the glockenspiel</p>
	<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> <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 staff.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Understand and use the # (sharp) and b (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>	<p>Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs:</p> <ul style="list-style-type: none"> <li>• Livin' On A Prayer by Bon Jovi</li> <li>• We Will Rock You By Queen</li> <li>• Smoke On The Water by Deep Purple</li> <li>• Rockin' All Over The World by Status Quo</li> <li>• Johnny B. Goode by Chuck Berry</li> <li>• I Saw Her Standing There by The Beatles</li> </ul> <p>1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> <li>Warm Up Games (including vocal warm ups)</li> <li>Flexible Games (optional extension work)</li> <li>Learn to Sing the Song</li> <li>Play Instruments with the Song</li> <li>Improvise with the Song (and optional extension activities)</li> <li>Compose with the Song</li> </ol>

P.E

	<b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b>	<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Compose creative and imaginative dance sequences.</li> <li>• Perform expressively and hold a precise and strong body posture.</li> <li>• Perform and create complex sequences.</li> <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> </ul>	<p><b>Dance – GetSet4PE</b></p> <p>Lesson 1 – To create a dance using a random structure and perform the actions showing quality and control.</p> <p>Lesson 2 – To understand how changing dynamics changes the appearance of the performance.</p> <p>Lesson 3 – To understand and use relationships and space to change how a performance looks.</p> <p>Lesson 4 – To copy and repeat movements in the style of rock 'n' roll.</p>
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- Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

### 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.
- Lead others when called upon and act as a good role model within a team.

Lesson 5 – To work with a partner to copy and repeat actions keeping in time with the music.

### Rounders-Getset4 PE

Lesson 1 - To develop throwing and catching and apply them relevantly to the situation.

Lesson 2 – To develop bowling accuracy and perform the skill within the rules of the game

Lesson 3 – To develop batting skills, identify when I am successful and what I need to do to improve

Lesson 4 – To develop fielding techniques and begin to use these under pressure

Lesson 5 – To understand the need for tactics and identify when to use them

Lesson 6 – To apply skills and knowledge to compete in a tournament using tactics identified.

### Tri-golf -

Lesson 1 – To explore technique for hitting accurately over a short distance

Lesson 2 – To explore technique for hitting over a short distance

Lesson 3 – To select and apply the correct technique for the situation

Lesson 4 – To explore the technique for a long game

Lesson 5 – To select the appropriate shot for the situation

Lesson 6 – To apply knowledge of rules and skills to design and compete in a tournament

### Volleyball -

Lesson 1 – To use the serve with consideration of attacking principles

Lesson 2 – To develop the fast catch volley with consideration of attacking principles

Lesson 3 – To develop the set shot and use it to pass to a teammate

Lesson 4 – To recap the set shot and develop the dig, identifying when to use each

Lesson 5 – To use a variety of shots to keep a continuous rally going.

			Lesson 6 – To apply rules, skills and principles to play against an opponent.
<b>R.E</b>			
	<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>Being Human: How does faith and belief affect the way people live their lives?</b> (See separate detailed plan for RE)
	<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>	<p>Week 1 - How do we treat others in a positive way? Compare feelings when we are treated positively and then negatively?</p> <p>Week2 – Discuss rules at school that allow us to treat each other positively. <b>Old testament</b> – explain about Moses. <b>10 commandments</b>. Children to talk about these as a group.</p> <p>Week 3 - Continuation of week 2 – reflect upon the <b>10 commandments</b>. Are any of these easier to follow than others? Are there any that do not seem as bad as others?</p> <p>Week 4 – <b>Old testament /new testament. Sermon on the Mount. Beatitudes</b>. Read the Beatitudes to the children – What important word keeps coming up? What is a blessing? Discussion lesson.</p> <p>Week 5 - Focus upon the 8 beatitudes. Discuss the language involved in these/ definitions with the correct beatitude. Through discussion compare the 10 commandments and the 8 beatitudes.</p> <p>Week 6 - What do the children define the word ‘charity’ as? Discuss the purposes of charities. Share logos of different charities. Give reasons as to why someone may choose to support a charity.</p> <p>Week 7 - Explore Christain Aid. Watch a video based upon the charity. Respond to questions T/F - give reasons.</p>

			<p>Week 8 – Continuation from week 7. Create fact card about Christian Aid. Who are they, what do they do and why do they do it? <b>Poverty</b></p> <p>Week 9 – <b>Inspirational people</b>. Do the children recognise any of the people. Add names. What have they <b>achieved</b>? What is their connection? Research as a group – collect 5 facts about a person and share back with the class.</p> <p>Week 10 - Play 'In a Nutshell'. In 6 (you decided) sentences summarise the learning from RE this term. What are the main things that they have learnt that they did not know before?</p>
	<b>Understand how beliefs are conveyed</b>	Explain some of the different ways that individuals show their beliefs.	
RSE & PSED			
	<b>Dreams and goals</b>	<ul style="list-style-type: none"> <li>• I understand that I will need money to help me achieve some of my dreams.</li> <li>• I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</li> <li>• I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</li> <li>• I can describe the dreams and goals of young people in a culture different to mine.</li> <li>• I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other.</li> <li>• I can encourage my peers to support young people here and abroad to meet</li> </ul>	<p>Lesson 1 – When I Grow Up (My Dream Lifestyle)</p> <p>Lesson 2 – Investigate Jobs and Careers</p> <p>Lesson 3 – My Dream Job. Why I want it and the steps to get there</p> <p>Lesson 4 – Dreams and Goals of Young People in Other Cultures</p> <p>Lesson 5 – How Can We Support Each Other?</p> <p>Lesson 6 – Rallying Support</p>

		<p>their aspirations, and suggest ways we might do this, e.g. through sponsorship.</p>	
		<ul style="list-style-type: none"> <li>• I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</li> <li>• I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</li> <li>• I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</li> <li>• I understand how the media, social media and celebrity culture promotes certain body types.</li> <li>• I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</li> <li>• I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</li> </ul>	<p>Lesson 7 – Smoking  Lesson 8 – Alcohol  Lesson 9 – Emergency Aid  Lesson 10 - Body Image  Lesson 11 - My Relationship with Food  Lesson 12 – Healthy me</p>