

Chipping Hill Primary School Year 5

Long Term Plan - Curriculum Overview 2024-2025

	AUTUMN 1 8 weeks	AUTUMN 2 7 weeks	SPRING 1 6 weeks	SPRING 2 6 weeks	SUMMER 1 5 weeks	SUMMER 2 7 weeks + 2 days
Topic Overview	Ancient Civilisations	Biomes	History of Space	Coasts	Ancient and Modern Greece	
English Texts / Genres	CH English unit sequence: <ol style="list-style-type: none"> 1. Establishing purpose and audience/creating toolkit + success criteria 2. Grammar focus lesson - practising using their tools 3. Scaffolded task 4. Generating ideas/researching 5. Planning 6. Independent writing 7. Reviewing and editing 8. Publishing 					
	<u>Narrative</u> <u>(Scene story)</u> Transition text - Journey <u>Poetry</u> <u>(Free verse)</u> "The Magic Box" <u>Explanations</u> - linked to Wallace and Gromit	<u>Poetry</u> <u>(Poems on a given theme)</u> Remembrance <u>Narrative</u> <u>(Just So Stories)</u> <u>Mixed Genre</u> Biomes	<u>Narrative</u> Space portal story <u>Biographies and autobiographies</u> Elizabeth Fry and famous astronomers, influential women in science. <u>Narrative poetry</u> "The Highwayman" (Assessed write)	<u>Playscripts</u> - PSHE Story into playscript. <u>Discussion</u> Coastal erosion/plastic pollution "Should all plastic be banned?" <u>Poetry</u> <u>(Based on structure studied)</u> "The Spider and the Fly"	<u>Narrative</u> <u>(Rags to Riches story)</u> "Wonder" <u>Persuasive writing</u> Travel brochure for Greece <u>Poetry</u> Crown cinquains	<u>Narrative</u> <u>(Myths and Legends)</u> "The Adventures of Odysseus" <u>Non-chronological report</u> Legacy of the Ancient Greeks <u>Poetry</u> Nonets
Guided reading	ASHLEY BOOTH TEXTS: <ol style="list-style-type: none"> 1. Holes - Taken from y6 to match focus author 2. William Kamkwamba 3. How Parachutes Work 4. How Do Solar Panels Work? 5. Sir Tim Berners-Lee (Biography) 	ASHLEY BOOTH TEXTS: <ol style="list-style-type: none"> 1. Do you Hear The People Sing from Les Miserables (song) 2. Leon and the place between by Angela McAllister 3. The Jungle Book by Rudyard Kipling 4. The Island by Armin Greder 	ASHLEY BOOTH TEXTS: <ol style="list-style-type: none"> 1. Margaret Hamilton. 2. Dorothy Vaughan. 3. The Jamie Drake Equation by Christopher Edge. 4. Helen Sharman 5. The Highway Man (Poetry) 6. Sia - Elastic Heart (Song) 	ASHLEY BOOTH TEXTS: <ol style="list-style-type: none"> 1. Cicada by Shaun Tan 2. The Circle of Life 3. Life Cycle of a Butterfly 4. Floodland by Marcus Sedgwick 5. War Horse by Michael Morpurgo (Novel) 	ASHLEY BOOTH TEXTS: <ol style="list-style-type: none"> 1. Wonder by RJ Palacio 2. Flora and Ulysses 3. Raymie Nightingale 4. Louisiana's Way 5. Where is the love? by The Black Eyed Peas (Song) 	ASHLEY BOOTH TEXTS: <ol style="list-style-type: none"> 1. Chromatography 2. Mentos and Coke 3. Searching for hidden beauty across the middle east. 4. The Promise by Nicola Davies 5. Poverty by Odimegwu Onumere

	<p>6. I've got a dream - Tangled (song)</p> <p>7. 'Twas The Night Before Christmas' by Clement Clarke Moore. (Poem)</p> <p>8. A Christmas Carol by Charles Dickens. (Story)</p>	<p>5. Running Wild by Michael Morpurgo</p> <p>6. The Great Kapok Tree by Lynne Cherry</p> <p>7. The Explorer by Katherine Rundell</p>		<p>6. Out There - The Hunchback of Notre Dame (Song)</p>		<p>6. Piece by Piece by Kelly Clarkson</p>
GPS Focus	<p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Identify relative pronouns e.g. which, that, who (whom, whose), when, where Use relative pronouns appropriately Use devices (connectives) for cohesion within a paragraph Experiment with clause position in complex sentences Ensure correct subject verb agreement Identify relative clauses e.g. beginning with who, which, where, when, whose, that Use relative clauses to expand sentences</p>		<p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Use adverbs and adverbials as connectives to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text Use commas to clarify meaning or avoid ambiguity Orchestrate a range of sentence structures Ensure correct subject verb agreement</p>		<p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Identify a modal verb is e.g. might, should, could, would, can, may, must, shall, will Identify a modal adverb is e.g. perhaps, surely, obviously Use modal verbs and adverbs Use the suffixes -ate, -ise, and -ify to convert nouns or adjectives into verbs Understand what parenthesis is Recognise and identify brackets and dashes Use brackets, dashes or commas for parenthesis Ensure correct subject verb agreement</p>	
Spelling	<p>WEEK 1&2 Recap Year 3/4 expected words.</p> <p>WEEK 3&4 Spell words with the suffix -ive.</p> <p>WEEK 5&6 Spell words with the suffix -ist.</p> <p>WEEK 7&8 Spell words ending in -cious</p>	<p>WEEK 1&2 Spell words ending in -tious.</p> <p>WEEK 3&4 Spell words ending in -cial.</p> <p>WEEK 5&6 Spell words ending in -tial.</p> <p>WEEK 7 Consolidation of Autumn Term conventions taught.</p> <p>ASSESS TERM 1 CONVENTIONS</p>	<p>WEEK 1&2 Spell words ending in -ant, -ance and -ancy.</p> <p>WEEK 3&4 Spell words ending in -ent, -ence and -ency.</p> <p>WEEK 5&6 Spell diminutives using mini-, micro-, -ette, -ling.</p>	<p>WEEK 1&2 Spell words with the prefix bi-</p> <p>WEEK 3&4 Spell words with the prefix trans-</p> <p>WEEK 5&6 Spell words with the prefix im-.</p> <p>ASSESS TERM 2 CONVENTIONS</p>	<p>WEEK 1&2 Spell words with the prefix pro-</p> <p>WEEK 3&4 Spell words ending in -able and -ible</p> <p>WEEK 5 Consolidation of Spring/ Summer 1 conventions taught.</p>	<p>WEEK 1&2 Spell words ending in -ably.</p> <p>WEEK 3&4 Spell words ending in -ably.</p> <p>WEEK 5,6,7 Consolidation of Year 5/6 common exception words.</p> <p>ASSESS TERM 3 CONVENTIONS</p>
Maths	<p>Number & Place Value: (3 weeks)</p> <ul style="list-style-type: none"> Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less 	<p>Multiplication and Division Block A: (3 weeks)</p> <ul style="list-style-type: none"> Multiples Common Multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 	<p>Multiplication and Division B: (3 weeks)</p> <ul style="list-style-type: none"> Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number 	<p>Decimals and percentages:(3 weeks)</p> <ul style="list-style-type: none"> Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart 	<p>Shape:(3 weeks)</p> <ul style="list-style-type: none"> Understand and use degrees Classify angles Estimate angles Measure angles up to 180° Draw lines and angles accurately Calculate angles around a point Calculate angles on a straight line 	<p>Decimals (3 weeks):</p> <ul style="list-style-type: none"> Use known facts to add and subtract decimals within 1 Complements to 1 Add and subtract decimals across 1 Add decimals with the same number of decimal places Subtract decimals with the same number of decimal places

	<ul style="list-style-type: none"> Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000 <p>Addition & Subtraction: (2 weeks)</p> <ul style="list-style-type: none"> Mental strategies Add whole numbers with more than four digit Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers 	<ul style="list-style-type: none"> Multiples of 10, 100 and 1,000 <p>Fractions A (4 weeks)</p> <ul style="list-style-type: none"> Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions with the same denominator Add fractions within 1 Add fractions with total greater than 1 Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number - breaking the whole Subtract two missed numbers 	<ul style="list-style-type: none"> Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication and division <p>Fractions B (2 weeks)</p> <ul style="list-style-type: none"> Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators. 	<ul style="list-style-type: none"> Order and compare decimals (same number of decimal places) Order and compare decimals (different number of places) Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions Percentages as decimals Equivalent fractions percentages and decimals. <p>Perimeter and Area:(2 weeks)</p> <ul style="list-style-type: none"> Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area <p>Statistics: (2 weeks)</p> <ul style="list-style-type: none"> Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables 	<ul style="list-style-type: none"> Lengths and angles in shapes Regular and irregular polygons 3D shapes <p>Position and Direction:(2 weeks)</p> <ul style="list-style-type: none"> Read and plot coordinates Problem solving with coordinates Translation Translation with coordinates Lines of symmetry Reflection in horizontal and vertical lines 	<ul style="list-style-type: none"> Add decimals with different numbers of decimal places Subtract decimals with different numbers of decimal places Efficient strategies for adding and subtracting decimals <p>Negative numbers (1 week):</p> <ul style="list-style-type: none"> Understand negative numbers Count through zero in 1s Count through zero in multiples Compare and order negative numbers Find the difference <p>Converting units (2 weeks):</p> <ul style="list-style-type: none"> Kilograms and kilometres Millimetres and millilitres Convert units of length Convert between metric and imperial units Convert units of time Calculate with timetables <p>Volume:</p> <ul style="list-style-type: none"> Cubic centimetres Compare volume Estimate volume Estimate capacity
Science	<p>FORCES</p> <p>Overarching big question: How do forces affect movement?</p>	<p>FORCES</p> <p>8. Gravity - Making a force meter</p>	<p>EARTH AND SPACE- THE SUN, MOON AND EARTH</p> <p>Overarching big question: How have our ideas of space changed over time?</p>	<p>LIVING THINGS (PLANTS) AND THEIR HABITATS</p> <p>LIFE CYCLES- AMPHIBIANS, MAMMALS, INSECTS, BIRDS.</p>	<p>MATERIALS- DISSOLVING, SOLUBILITY, FILTERING, SIEVING, EVAPORATING, MICROPLASTICS.</p> <p>Overarching big question: Can I sort and classify materials into groups based on their properties?</p>	

	<p>1. Gravity BQ: What is a force?</p> <p>2. Fair testing BQ: How does the size of the canopy affect the time it takes for a parachute to fall to the ground? (Air resistance)</p> <p>3. Comparative testing BQ: How does the weight of the passenger affect the time it takes for a parachute to fall?</p> <p>4. Friction BQ: Which shoe is the most slippery?</p> <p>5. Levers BQ: Can I use a lever to balance different weights?</p> <p>6. Pulley BQ: How does a pulley reduce the force needed to lift a load?</p> <p>7. Gears BQ: How do gears help things move more easily?</p>	<p>9. Water/air resistance Streamlining and water resistance</p> <p>ANIMALS, INCLUDING HUMAN CHANGES</p> <p>Overarching big question: What are the stages of a life cycle?</p> <p>1. Human changes over time 2. The human lifecycle 3. Gestation (animals)</p>	<p>1. Introduction to space and the solar system (sorting and classifying)</p> <p>2. History/models of the universe Space</p> <p>3. The planets</p> <p>4. Phases of the moon</p> <p>5. Space exploration (the Space race)</p> <p>6. Man on the moon - conspiracy theories</p> <p>7. The seasons</p>	<p>Overarching big question: Can I explain the life cycles of amphibians, mammals, insects and birds?</p> <p>1. A/Sexual reproduction in plants 2. Smart amphibians and insects 3. Mammals and birds 4. Unusual life cycles</p>	<p>1. Sorting materials 2. Separating mixtures 3. Dissolving substances to form solutions 4. Investigating factors affecting dissolving 5. Thermal conductors and insulators</p>	<p>1. Electric conductors and insulators 2. The process of burning 3. Irreversible changes 4. Chromatography</p>
<p>Computing</p>	<p>CREATING MEDIA- INTRO TO VECTOR GRAPHICS</p> <p>Overarching big question: Can I create vector graphics?</p> <p>1. The drawing tools 2. Creating images 3. Making effective drawings 4. Layers and objects 5. Manipulating objects 6. Create a vector drawing</p>	<p>DATA & INFO- FLAT FILE DATABASES</p> <p>Overarching big question: Can I convert information into flat-file databases?</p> <p>1. Creating a paper-based database. 2. Computer databases 3. Using a database 4. Using search tools 5. Comparing data visually 6. Databases in real life</p>	<p>PROGRAMMING A- SELECTION IN PHYSICAL COMPUTING</p> <p>Overarching big question: Can I use selection and conditions to write my own algorithm?</p> <p>1. Connecting crumbles. 2. Combining output components. 3. Controlling with conditions. 4. Starting with selection 5. Drawing designs 6. Writing and testing algorithms.</p>	<p>CREATING MEDIA- VIDEO PRODUCTION Linked to PSHE</p> <p>Overarching big question: Can I produce a video with iMovie software?</p> <p>1. What is video? 2. Filming techniques 3. Using a storyboard 4. Planning a video 5. Importing and editing video 6. Video evaluation</p>	<p>PROGRAMMING B- Selection in quizzes (Scratch)</p> <p>Overarching big question: Can I design my own quiz with scratch software?</p> <p>1. Exploring conditions. 2. Selecting outcomes. 3. Asking questions. 4. Planning a quiz. 5. Testing a quiz. 6. Evaluating a quiz.</p>	<p>COMPUTING SYSTEMS AND NETWORKS - SYSTEMS AND SEARCHING</p> <p>Overarching big question: Can I explain how information is transferred between systems and devices?</p> <p>1. Systems 2. Computer systems and us 3. Searching the web 4. Selecting search results 5. How search results are ranked 6. How are searches influenced</p>
<p>Humanities</p>	<p>HISTORY- ANCIENT CIVILISATIONS</p> <p>Overarching big question:</p>	<p>GEOGRAPHY - BIOMES</p> <p>Overarching big question: What is a biome?</p>		<p>GEOGRAPHY- COASTS</p> <p>Overarching big question:</p>	<p>HUMANITIES- MODERN AND ANCIENT GREECE</p> <p>Overarching big question: How does Ancient Greece compare to Modern Greece?</p>	

	<p>What do all the Ancient Civilisations have in common?</p> <ol style="list-style-type: none"> 1. Understanding of chronology 2. Ancient civilisations maps and timelines 3. Early writing 4. Houses and cities 5. Greatest achievements (presenting as groups) 6. Debating - which was the most important achievement of the ancient civilisations? 	<ol style="list-style-type: none"> 1. Introducing climate 2. What is a climate zone? 3. Reading climate 4. What is a biome? 5. Investigating connections 6. Investigating change 		<p>What is the impact of coastal erosion?</p> <ol style="list-style-type: none"> 1. Labelling counties/coastal areas (2 lessons needed) 2. Mapping a coastal location 3. Coastal features 4. Weathering 5. Coastal erosion 		<ol style="list-style-type: none"> 1. Where does Ancient Greece fit into history? 2. Where is Europe and what are its countries like? 3. Landscape of Ancient Greece 4. City States and Athens Vs Sparta (2 lessons needed - dive deeper) 5. Minoan trade 	<ol style="list-style-type: none"> 1. Comparing locations - Walton-on-the-Naze/Location in Greece 2. Comparing periods of history - Greece vs Roman Britain 3. Migration 4. Consequences of invasions - Greco-Persian invasions 5. Alexander the Great - 2 sessions needed. 6. Ancient Greece - Greatest Achievements (link to Legacy)
Art		<p>COLLAGE FOCUS (Landscapes)</p> <p>Focus artist: Vanessa Gardiner</p> <p>Stage 1 - Exploring Vanessa Gardiner.</p> <p>Stage 2 - Experimenting with techniques in the chosen discipline.</p> <p>Stage 3 - Plan a finished piece of artwork.</p> <p>Stage 4 - Create your own artwork.</p> <p>Stage 5 - Critically evaluate their own artwork.</p>		<p>DRAWING FOCUS</p> <p>Object being dropped into water.</p> <p>PAINTING FOCUS</p> <p>Focus artist: Mikalojus Konstantinas Čiurlionis</p> <p>Stage 1 - Exploring Mikalojus Konstantinas Čiurlionis</p> <p>Stage 2 - Experimenting with techniques in the chosen discipline.</p> <p>Stage 3 - Plan a finished piece of artwork.</p> <p>Stage 4 - Create your own artwork.</p> <p>Stage 5 - Critically evaluate their own artwork.</p>	<p>PRINTING FOCUS (Pop Art)</p> <p>Focus artist: Andy Warhol</p> <p>Stage 1 - What is pop art? Exploring Roy Lichtenstein, Andy Warhol, David Hockney and Yayoi Kusama.</p> <p>Stage 2 - Experiment with the techniques - Learning to print a monoprint.</p> <p>Stage 3 - Planning printing with more than one colour - retrieval to Hokusai - great wave.</p> <p>Stage 4 - Creating own artwork - printing.</p> <p>Stage 5 - Evaluating their own artwork and considering what worked well and what could be improved.</p>		
DT	<p>DT- SEWING MOBILE PHONE CASE</p> <p>Project title: Design, make and evaluate a phone case</p>		<p>DT- CAM TOYS (Space theme)</p> <p>Project title: Design, make and evaluate a cam toy for a</p>			<p>DT- FOOD TECH (Bread for a Greek banquet)</p>	

	<p>for to use to protect their phone.</p> <ol style="list-style-type: none"> 1. Research / explore existing products. Develop a design criteria <i>(Research)</i> 2. Initial ideas/ planning of phone case. <i>(Initial ideas)</i> 3. Final design of phone case. <i>(Final design)</i> <i>(Steps I will follow)</i> 4. Make a prototype/ evaluate- Learn stitches needed. 5. Making a phone case <i>(Whole afternoon)</i> <i>(My finished product)</i> 6. Evaluate phone case. Create improved version on C.A.D. <i>(Evaluation)</i> <i>(Improved version)</i> 		<p>child to use to represent linear motion.</p> <ol style="list-style-type: none"> 1. Research / explore existing products. Develop a design criteria - Understanding cams <i>(Research)</i> 2. Initial ideas/ planning of cam toy. <i>(Final design)</i> <i>(Steps I will follow)</i> 3. Creating the foreground and background for the cam toy. <i>(My finished product)</i> 4/5. Making the cam toy <i>(My finished product)</i> 6. Evaluating the cam toy <i>(Evaluation)</i> 			<p>Project title: Design, make and evaluate mediterranean bread for people to eat at a Greek banquet.</p> <ol style="list-style-type: none"> 1. Research and explore existing products of different types of bread (tasting session). <i>(Research)</i> 2. Designing your own bread. <i>(Initial ideas)</i> <i>(Steps I will follow)</i> 3. Create a prototype- make <i>(Dive deeper)</i> <i>(Final design)</i> 4. Making a mediterranean bread roll [full morning/afternoon session] <i>(My finished product)</i> 5. Evaluating mediterranean bread roll <i>(Evaluation)</i>
RE		<p>CHRISTIANITY/ ISLAM (Philosophy)</p> <p>Overarching big question: How has belief in _____ impacted on music and art through history?</p> <ol style="list-style-type: none"> 1. Engage- Identify and categorise philosophical and non-philosophical questions. 2. Enquire & Explore- Define and summarise the beliefs and values of Theist, Agnostic and Atheist followers. 3. Enquire & Explore- Compare and contrast two theories of religious beliefs. 	<p>BUDDHISM/ CHRISTIANITY (Human and social science)</p> <p>Overarching big question: Why should we be good? What do philosophers teach about the meaning of life?</p> <ol style="list-style-type: none"> 1. Engage- Examine different types of artistic expression. 2. Enquire & Explore- Identify the history and symbolism of Christian art. 3. Enquire & Explore- Compare and contrast Islamic art forms. 	<p>CHRISTIANITY (Philosophy)</p> <p>Overarching big question: What difference does the resurrection make to Christians?</p> <ol style="list-style-type: none"> 1. Engage- Explore and interpret Plato's thought experiment 'The Allegory of the Cave'. 2. Enquire & Explore- Compare Karmic and Christian beliefs and how they affect moral behaviour. 3. Enquire & Explore- Examine Buddhist teachings on how to live a good life. 	<p>CHRISTIANITY (Theology)</p> <p>Overarching big question: Is believing in God reasonable?</p> <ol style="list-style-type: none"> 1. Engage- Examine the purpose of religious and secular celebrations. 2. Enquire & Explore- Compare and contrast the Gospel's of Christ's Resurrection. 3. Enquire & Explore- Explain the significance of a religious festival to Christian beliefs. 	<p>HINDUISM (Theology)</p> <p>Overarching big question: What do Hindus believe? How do they express their faith?</p> <ol style="list-style-type: none"> 1. Engage- Define the fundamental concepts and beliefs which underpin Hinduism. 2. Enquire & Explore- Examine Hindu beliefs about God. 3. Enquire & Explore- Investigate the significance of Diwali to Hindu beliefs.

		<p>4. Evaluate- Evaluate the beliefs of Humanists.</p> <p>5. Express- Plan and compose a balanced argument which considers a range of viewpoints.</p>	<p>4. Evaluate- Analyse the impact of different cultures on a significant architectural site.</p> <p>5. Express- Compose and conduct a debate which encompasses conflicting viewpoints.</p>	<p>4. Evaluate- Evaluate Kant's philosophical response to moral behaviour.</p> <p>5. Express- Compose an argument which includes ideas from religious and philosophical concepts.</p>	<p>4. Evaluate- Debate the significance of Easter Festival to Christian beliefs.</p> <p>5. Express- Create an infographic poster explaining the relevance of the Resurrection.</p>	<p>4. Evaluate- Explain how Hindu beliefs shaped the life of Mohandas Gandhi.</p> <p>5. Express- Design an artwork which encompasses the four Yogic paths of freedom.</p>
PSHE	<p>KEEPING SAFE AND MANAGING RISK</p> <p>Overarching big question: Can I keep myself safe and manage risks?</p> <p>1. Keeping safe online 2. Violence within relationships is not acceptable 3. Problems that occur when someone goes missing from home. 4. Problems that occur when playing outside.</p>	<p>SEX AND RELATIONSHIPS (PUBERTY)</p> <p>Overarching big question: Can I explain the changes my body will go through during puberty?</p> <p>1. External changes that happen to the body - The Pants lesson 2. Physical changes during puberty 3. Periods and wet dreams 4. Personal hygiene 5. Emotional changes during puberty</p>	<p>DRUG, ALCOHOL AND TOBACCO EDUCATION</p> <p>Overarching big question: Can I identify the risks related to drugs, alcohol and tobacco?</p> <p>1. Risks associated with smoking drugs 2. Health implications when smoking drugs 3. Influences on drug use 4/5. Strategies to resist peer pressure</p>	<p>STEREOTYPES, DISCRIMINATION AND PREJUDICE</p> <p>Overarching big question: Can I explain the negative impact that stereotyping and discrimination can have on individuals and groups?</p> <p>1. Learning about stereotyping including gender stereotyping 2. Diversity role models 3. LGBTQ+ community. 4. Prejudice and discrimination.</p>	<p>PHYSICAL HEALTH AND WELL-BEING</p> <p>Overarching big question: Can I identify how the media can influence my physical and mental well being?</p> <p>1. Food advertising 2. Role models 3. Manipulating photography</p>	<p>FIRST AID (St John's Ambulance scheme)</p> <p>Overarching big question: Can I administer emergency first aid?</p> <p>1. Basic life support 2. Head injuries 3. Choking 4. Bleeding</p> <p>MENTAL HEALTH (DEALING WITH FEELINGS) Project evolve - Mental wellbeing and dealing with feelings:</p> <ul style="list-style-type: none"> • online relationships • health wellbeing and lifestyle • online bullying • self-image and identity • online reputation
PE (Outdoor)	<p>NETBALL</p> <p>1. Develop passing and moving to maintain possession. 2. Use a variety of attacking skills to lose a defender. 3. Move into and create space to support a teammate. 4. Use defending skills to gain possession. 5. Develop accuracy in the shooting action under pressure.</p>	<p>FITNESS (Coach James)</p> <p>Sessions planned and led by Coach James.</p> <p>Teacher to be out supporting every session.</p>	<p>FOOTBALL</p> <p>1. Maintain possession when dribbling. 2. Dribble with control under pressure. 3. Select the appropriate skill, choosing when to pass/dribble. 4. Move into and create space to support a teammate. 5. Use the appropriate defensive technique for the situation.</p>	<p>HANDBALL</p> <p>1. Use a variety of passes to maintain possession under pressure. 2. Create space and move towards the goal and away from defenders. 3. Apply appropriate skill to score goals. 4. Prevent an opponent from scoring. 5. Use appropriate defensive technique for the situation.</p>	<p>ROUNDERS</p> <p>1. Apply throwing and catching skills relevantly to the situation. 2. Develop bowling accuracy. 3. Develop batting skills. 4. Develop fielding techniques. 5. Understand the need for tactics and identify when to use them. 6. Compete in a tournament using learnt skills.</p>	<p>ATHLETICS</p> <p>1. Understand pace and apply different speeds over varying distances. 2. Develop fluency and co-ordination when running for speed. 3. Develop technique in relay changeovers. 4. Build momentum and power in the triple jump. 5. Develop throwing with force for longer distances.</p>

	6. Apply learnt skills and tactics in a game situation.		6. Apply rules, skills and principles to play in a tournament.	6. Apply rules, skills and principles to play in a tournament.		6. Develop throwing with greater control and technique.
PE (Indoor)	<p>(Extra outdoor)</p> <p>OUTDOOR ADVENTUROUS ACTIVITIES</p> <ol style="list-style-type: none"> 1. Develop communication and negotiation skills. 2. Develop strong communication and negotiation skills to solve challenges. 3. Develop planning and problem solving skills. 4. To work as a team to solve problems. 5. Develop navigation skills and map reading. 6. Create and follow a key and route on a map. 	<p>GYMNASTICS</p> <ol style="list-style-type: none"> 1. Perform symmetrical and asymmetrical balances. 2. Perform symmetrical and asymmetrical balances using apparatus. 3. Develop the straight, forward, straddle and backwards roll. 4. Develop rolls within a sequence. 5. Explore different travelling actions using both canon and synchronisation. 6. Explore travelling, linking actions in both canon and synchronisation. 	<p>GYMNASTICS (cont.)</p> <ol style="list-style-type: none"> 1. Perform progressions of inverted movements. 2. Perform progressions of inverted movements. 3. Explore matching and mirroring in sequence work. 4. Explore matching and mirroring using actions on the floor and apparatus. 5. Create a partner sequence using apparatus. 6. Create a group sequence using apparatus. 	<p>DANCE</p> <ol style="list-style-type: none"> 1. Create a dance using a random structure. 2. Understand how changing dynamics changes the appearance of a dance. 3. Use relationship and space to change how a performance looks. 4. Copy and repeat movements in the style of 'rock and roll'. 5. Work with a partner to copy and repeat actions in time. 6. Work collaboratively to choreograph a dance in the style 'rock and roll'. 	<p>DANCE (cont.)</p> <ol style="list-style-type: none"> 1. Develop set choreography inspired by Mayan god. 2. Create motif in a given character with consideration of dynamics, space and relationships. 3. Use structure to choreograph a dance performance. 4. Use matching, canon and unison in the style of lion dance. 5. Use space and relationships to create a dragon dance. 6. Choreograph and perform a Chinese dance. 	<p>DODGEBALL</p> <ol style="list-style-type: none"> 1. Develop throwing skills. 2. Develop dodging skills. 3. Develop catching skills. 4. Develop blocking skills. 5. Identify how to create and use tactics. 6. Apply rules, skills and tactics in a tournament.
Music	<p>VIKINGS (GET SET 4 MUSIC)</p> <p>Overarching big question: How does pulse, rhythm and notation affect a performance, improvisation or composition?</p> <ol style="list-style-type: none"> 1. Explore and organise rhythms using voice and instruments. 2. Organise rhythms into beats and notate them. 3. Perform simple rhythms from music notation. 4. Compose and combine rhythms creatively to convey an intended effect. 5. Combine ideas to create an interesting and satisfying structure. 6. Perform Viking compositions and offer feedback. 	<p>AFRICA (GET SET 4 MUSIC)</p> <p>Overarching big question: Can I compose and perform rhythmic pieces of music using conventions found in traditional African music?</p> <ol style="list-style-type: none"> 1. Copy and improvise rhythms through musical games. 2. Perform an independent part within a whole class ensemble. 3. Apply and use key features of African music to create rhythmic compositions. 4. Develop a piece of music considering the structure. 5. Refine and perform our composition and critically appraise it. 6. Perform a group composition using the key features of African music. 	<p>PLANETS (GET SET 4 MUSIC)</p> <p>Overarching big question: Can I compose music inspired by the planets considering mood and motif?</p> <ol style="list-style-type: none"> 1. Listen and appraise music exploring the sounds used to capture characteristics. 2. Compose a programmatic piece of music considering the inter-related dimensions of music. 3. Create a motif considering the inter-related dimensions of music. 4. Consider how motifs can be accompanied and record this using Western notation. 5. To use ABA structure to organise music. 6. Perform as a group and appraise the work of others. 	<p>ANIMAL KINGDOM (GET SET 4 MUSIC)</p> <p>Overarching big question: Can I use intervals and chords to convey an effect when composing music?</p> <ol style="list-style-type: none"> 1. Explore the relationship between pitches to create harmonies. 2. Understand how chords are formed and to play as an ensemble. 3. Explore using chords to create effect. 4. Explore how chords can be adapted to achieve intended effects. 5. Compose music using harmony, intervals and chords to create an intended effect. 6. Rehearse, refine and perform our composition. 	<p>ROCK AND ROLL (GET SET 4 MUSIC)</p> <p>Overarching big question: What are the instrumentals to create a rock band?</p> <ol style="list-style-type: none"> 1. To sing as part of an ensemble. 2. To sing as part of an ensemble in a two part harmony. 3. Understand what a chord is and to play a chord pattern on tuned percussion. 4. Improvise a melody line within a call and response structure. 5. Read and perform pitch notation to a steady beat. 6. Perform an independent part within an ensemble. 	<p>MELODIES OF DIVINITY (GET SET 4 MUSIC)</p> <p>Overarching big question: Can I record music using the Indian note names and Western notation?</p> <ol style="list-style-type: none"> 1. Improvise over a drone with a sense of shape and character. 2. Improvise freely over a drone using a wider range of notes developing a sense of melody and rhythm. 3. Perform the opening of a raga with consideration of style and features of Indian classical music. 4. Compose and perform a rhythm with consideration of the features of a tal. 5. Understand the structure of a raga and compose and notate a short melody. 6. Structure and perform a final piece.

<p>MFL - Spanish "La Jolie Rond"</p>	<p>BUILDING ON THE HIGH STREET</p> <p>DIRECTIONS</p> <p>ASKING WHERE PLACES ARE</p>	<p>DAYS OF THE WEEK</p> <p>UNDERSTANDING A SHORT STORY</p> <p>CHRISTMAS IN SPAIN</p>	<p>DAYS</p> <p>HOBBIES AND SPORT</p> <p>TO EXPRESS OPINION</p> <p>NUMBERS 0-50</p>	<p>FRUIT AND FOOD- LIKES AND DISLIKES</p> <p>BREAKFAST</p> <p>MEMORISE A SHORT RHYME</p>	<p>DESSERT (COOKING IN SPAIN)</p> <p>REVISION OF DAYS, WEEKS, MONTHS</p> <p>WEATHER</p>	<p>WHERE I LIVE</p> <p>SIMILARITIES & DIFFERENCES BETWEEN LIFE IN UK AND SPAIN</p> <p>QUIZ</p> <p>DIRECTIONS</p> <p>ASKING WHERE PLACES ARE</p>
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