

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	Maya Civilisation KQ: Why do we study the Maya civilisation?	Map/atlas skills and KQ: How is our world changing?	Trading and Economics KQ: How do countries trade with each other?	Brazil KQ: How does Brazil compare to the UK?	Crime and Punishment: KQ: How has crime and punishment changed over the last 1000 years?	Local History KQ: Who are the significant local people?
English	<div> WK 1-2 Vocabulary builder poetry Final Outcome: Free verse poem Key Text: Valerie Bloom Most Dangerous Animal in the World Fiction Genres WK 3-6 Final Outcome: narrative based on a chosen genre Key text: Nowhere Emporium </div>	<div> WK 1-4 Writing Workshops openings and character descriptions Narrative writing skills: openings, character descriptions Final outcome: descriptive opening/ character description Text: Cosmic by Frank Cottrell Boyce </div>	<div> WK 1-3 Everest by Sangma Francis and Lisk Feng Final Outcome: Non-chronological report and newspaper article Key Text: Everest Wk 3-5 Stories from our Literary Heritage Final outcome: To write a narrative that crates suspense/atmosphere Key Text: C S Lewis-Lion, Witch and the Wardrobe </div>	<div> Wk 1-3 Diary writing Final outcome: Personal Diary Key Text: Scott of the Antarctic SATs Revision Grammar and Reading </div>	<div> SATs Revision Wk 5-6 Information/explanation text: Final outcome: Explanation poster Text: Wallace and Gromit inventions </div>	<div> Wk 1-3: The Fantastic Flying Books of Mr. Morris Lessmore Final Outcome: Narrative adventure Wk 4-6 Debating skills text: Screen Use: Screen Or No Screen? Outcome: discussion text made up of two balanced arguments and debate. </div>
Spelling, Grammar and Punctuation	Word classes Adverbs Conjunctions Adverbials Punctuation: commas	Conjunctions and clauses Prepositions Expanded noun phrases Punctuation: commas, speech punctuation	Active and passive Tenses Modal verbs Relative clauses Parenthesis Cohesion Punctuation: apostrophes, dash, semi colon, colon, commas for lists revision,	Active and passive Tenses Modal verbs Relative clauses Parenthesis Cohesion Punctuation: apostrophes, dash, semi colon, colon, commas for lists revision, hyphens	Subjunctive form Revision SATs	Informal/Formal Punctuation consolidation Synonyms and antonyms Prefixes/suffixes Consolidation of KS2
Maths	Number: Place Value Representing numbers Compare and order Rounding Negative numbers Roman numerals Four Operations: Addition and subtraction Multiples Multiplication Factors	Number: Place Value Representing numbers Compare and order Rounding Negative numbers Roman numerals Four Operations: Addition and subtraction Multiples Multiplication Factors	Fractions: Equivalent and simplifying Compare and order Addition and subtraction Improper fractions and mixed numbers Counting fractions Multiplication of fractions Division of fractions Four operations Fraction of an amount Ratio	Fractions: Equivalent and simplifying Compare and order Addition and subtraction Improper fractions and mixed numbers Counting fractions Multiplication of fractions Division of fractions Four operations Fraction of an amount Ratio	Geometry: Properties of shapes Measuring angles Angles Angles in shapes Polygons Drawing shapes 3D shapes Geometry: Position and Direction Describe position Reflection Translation	Statistics Line graphs Tables Circles Pie charts averages Geometry: Properties of shapes Measuring angles Angles

	<p>Multiply and divide by 10, 100, 1000</p> <p>Division</p> <p>Primes/squares/cubes</p> <p>Estimating</p> <p>Order of operations</p> <p>Related facts</p> <p>Converting Units:</p> <p>Metric Measures</p> <p>Miles and Kilometres</p> <p>Imperial Measures</p>	<p>Multiply and divide by 10, 100, 1000</p> <p>Division</p> <p>Primes/squares/cubes</p> <p>Estimating</p> <p>Order of operations</p> <p>Related facts</p> <p>Converting Units:</p> <p>Metric Measures</p> <p>Miles and Kilometres</p> <p>Imperial Measures</p>	<p>Decimals and Percentages</p> <p>Decimals up to 3 d.p.</p> <p>Round, order and compare</p> <p>Multiply and divide by power of 10</p> <p>Multiply and divide</p> <p>Fractions to decimals</p> <p>Percentages</p> <p>Percentage of amounts</p> <p>Algebra</p> <p>Perimeter & Area</p> <p>Perimeter</p> <p>Area</p> <p>Volume</p> <p>Triangles</p> <p>Parallelograms</p> <p>Capacity</p> <p>Statistics</p> <p>Line graphs</p> <p>Tables</p> <p>Circles</p> <p>Pie charts</p> <p>averages</p>	<p>Decimals and Percentages</p> <p>Decimals up to 3 d.p.</p> <p>Round, order and compare</p> <p>Multiply and divide by power of 10</p> <p>Multiply and divide</p> <p>Fractions to decimals</p> <p>Percentages</p> <p>Percentage of amounts</p> <p>Algebra</p> <p>Perimeter & Area</p> <p>Perimeter</p> <p>Area</p> <p>Volume</p> <p>Triangles</p> <p>Parallelograms</p> <p>Capacity</p> <p>Statistics</p> <p>Line graphs</p> <p>Tables</p> <p>Circles</p> <p>Pie charts</p> <p>averages</p>	<p>Consolidation of:</p> <p>Four operations</p> <p>FDP</p> <p>Investigations</p>	<p>Angles in shapes</p> <p>Polygons</p> <p>Drawing shapes</p> <p>3D shapes</p> <p>Geometry: Position and Direction</p> <p>Describe position</p> <p>Reflection</p> <p>Translation</p> <p>Consolidation of:</p> <p>Four operations</p> <p>FDP</p> <p>Investigations</p>
Science	<p>▪ Living Things and their Environment</p> <p>☞ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Materials and their Properties</p> <p>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>▪ demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Humans and other Animals</p> <p>Describe the changes as humans develop to old age by drawing a timeline to indicate stages in the growth and development of humans.</p> <p>I can describe the stages of human development.</p> <p>I can explain how babies grow and develop.</p> <p>Record data and results of increasing complexity using bar and line graphs in the context of the growth of babies in height and/or weight during their first year after birth.</p> <p>I can present data.</p> <p>I can record complex data using graphs and models.</p> <p>Reporting and presenting findings from enquiries, including causal relationships by analysing data on gestation periods and life expectancies of animals.</p>	<p>▪ Evolution</p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Electricity</p> <p>▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>▪ 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</p> <p>▪ use recognised symbols when representing a simple circuit in a diagram</p>	<p>Light</p> <p>▪ recognise that light appears to travel in straight lines</p> <p>▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
Art	<p>Sculpture</p> <p>Drawing skills-Henry Moore toltec figures</p> <p>▪ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>▪ about great artists, architects and designers in history.</p>	<p>Printing</p> <p>Mayan Stela</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Christmas cards</p>	<p>Drawing/Painting</p> <p>▪ Henri Rousseau</p> <p>▪ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>about great artists, architects and designers in history</p>	<p>☞ Rainforest: Art of the Amazons</p> <p>☞ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>☞ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>▪ Julian Opie</p> <p>▪ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>3D Models</p> <p>▪ Local Landmark/Building</p> <p>▪ to create sketch books to record their observations and use them to review and revisit ideas</p> <p>▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of</p>

	<ul style="list-style-type: none">▪ Sculpture-toltec figure▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	<ul style="list-style-type: none">▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]			<ul style="list-style-type: none">▪ about great artists, architects and designers in history.	<p>materials [for example, pencil, charcoal, paint, clay]</p> <ul style="list-style-type: none">▪ about great artists, architects and designers in history.
DT		<p>Food Nutrition: Chocolate Bar</p> <p>understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know different food and drink contain different substances .</p>		<p>Amazon explorer bags</p> <p>Design</p> <ul style="list-style-type: none">② use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups② generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">② select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately② select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none">② investigate and analyse a range of existing products② evaluate their ideas and products against their own design criteria and consider the views of others to improve their work② understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none">② apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		<p>Electrical and mechanical components/using materials: Fair Ground Ride</p> <p>Design</p> <ul style="list-style-type: none">▪ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none">▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately▪ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Evaluate</p> <ul style="list-style-type: none">▪ investigate and analyse a range of existing products▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work▪ understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none">▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures
History	<p>Maya Civilisation</p> <p>I know key periods in history and when they occurred in relation to each other. I know vocabulary such as era, period, century, decade, BC, AD, after, before, during.</p>				<p>How has crime and punishment changed over time?</p> <p>Pupils infer meaning from</p>	<p>Who are the significant local people?</p> <p>Ch. Are able to generate a few appropriate criteria for judging significance in history and can evaluate from a given list those that are stronger.</p>

	<p>I can identify changes within and across different periods and say how they might affect history in the future.</p> <p>I can describe the effect of some of the main events, people and changes throughout history.</p> <p>I can place current studies on a time line in relation to other studies.</p> <p>I can use a range of sources to help me reasons, draw conclusions and form my own opinion.</p> <p>I can compare and contrast characteristic features of past societies and periods of time using appropriate language.</p> <p>I can choose reliable sources of factual evidence to describe houses, settlements, culture, leisure activities, clothes, way of life and buildings from the past (E.g. Greeks, Romans, Stone/Iron Age).</p>				<p>medieval paintings.</p> <p>Pupils grasp that justice in the Middle Ages depended almost entirely on the community. Their only hope of protection from theft and violence was for everyone in the village or town to work together. Pupils can explain how the system of justice worked. Pupils interpret data from a pie chart showing the frequency of crimes and a line graph showing link between food prices and crime. Pupils can explain why so many were found not guilty of serious crimes.</p> <p>Pupils learn from the Robin Hood story that justice was loaded in favour of the rich and powerful. They grasp that if you ran away from justice you would be declared an outlaw and could be killed on sight; They understand that Robin Hood robbed from the rich, including the church, to give to the poor because society was very unequal; sheriffs made sure the law was obeyed; he killed deer in the forest, against the law. etc. Pupils consider what went through the minds of medieval people when they dispensed justice: making criminals suffer, allowing society to get on with life, free of crime. Using fear of consequences to stop people committing crimes.</p> <p>Pupils understand changes in nature of new crimes e.g. more vagrancy witchcraft religious practices They grasp that there was a greater emphasis on humiliation and can cite 3 examples of this. They understand there were continuities e.g. pillory, stocks, ducking stool whipping, fines</p> <p>Pupils understand that this was an era of the Bloody Code when there was a massive increase in the number of capital offences They grasp that these were often for quite trivial offences, usually involving property. Pupils understand what is meant by the term Bloody Code and that punishments were as harsh as possible and as public as possible to deter people from committing crime. Pupils can explain the paradox that the number of crimes went up but the number of executions went down.</p> <p>Pupils grasp that the greatest change in punishments at this time was transportation Pupils can use information about crime rate from a line graph to raise enquiry questions for themselves. Pupils can explain why there was such as growth in crime during this period. They understand that this was great period of growth in prisons: 90 new ones in the first 40 years Victoria’s reign They can</p>	<p>Ch research named individuals Ch apply agreed criteria to individual’s actions Ch evaluate how well others have applied the criteria.</p> <p>Ch are able to refer to specific types of evidence e.g. monument, stained glass window to show that he has been remembered criteria to person unknown to them.</p> <p>Ch are able to consider relative importance of criteria for named individuals and apply them accurately.</p>
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Geography	<p>Where were the Mayans from?</p> <p>name and locate counties & cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these have changed over time</p>	<p>How is our world changing?</p> <p>I understand how coastal features are formed.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of coastal features.</p> <ul style="list-style-type: none"> • I can identify coastal features of the UK. • I understand how coastal features are formed. <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of coastal features.</p> <p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of the changing international borders of Europe.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water by looking at how landscapes change over time.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the</p>	<p>Trading and Economics</p> <p>What Do We Trade? To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of UK imports and exports</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK trade links</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America in the context of exports from El Salvador.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of fair trade</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the global supply chain</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of changing trade links</p>	<p>Brazil:</p> <ul style="list-style-type: none"> • Locational knowledge: locate the world’s countries using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. • Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a South American country. • Physical geography: climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography. • Human geography: settlement, land use, economic activity and the impact of human on physical geography. • Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		<p>name and locate counties & cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these have changed over time</p>

		distribution of natural resources including energy, food, minerals and water in the context of coastal features				
Computing	<p>Internet Communication</p> <p>To explain the importance of internet addresses</p> <p>To recognise how data is transferred across the internet</p> <p>To explain how sharing information online can help people to work together</p> <p>To evaluate different ways of working together online</p> <p>To recognise how we communicate using technology</p> <p>To evaluate different methods of online communication</p> <p><u>Subject knowledge</u></p> <p>In this unit, you will need to have an understanding of the way data is sent over the internet. Some key terms you will need to be familiar with are Internet Protocol (IP) addresses; Domain Name Server (DNS); and data packets, including the main parts of a packet (header and data payload). The terms are discussed in more detail within the lesson plans.</p>	<p>Coding and Programming</p> <p>Explore procedures using repeat to achieve solutions to problems with Scratch</p> <p>Talk about procedures as parts of a program</p> <p>Refine procedures to improve efficiency</p> <p>Use a variable to replace number of sides in a regular shape</p> <p>Explore instructions to control software or hardware with an input & using if... then... commands</p> <p>Explore a computer model to control a physical system</p> <p>Change inputs on a model to achieve different outputs</p> <p>Refine & extend a program</p> <p>Identify difficulties & articulate a solution for errors in a program</p> <p>Group commands as a procedure to achieve a specific outcome within a program</p> <p>Write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming</p>	<p>3D Design Modelling</p> <p>Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information by drawing and manipulating simple 3D shapes</p> <p>Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information by adding more complex 3D models</p> <p>Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information by creating complex 3D furniture models</p>	<p>Designing webpages</p> <p>To review an existing website and consider its structure</p> <ul style="list-style-type: none"> explore a website discuss the different types of media used on websites <p>know that websites are written in HTML</p> <p>To plan the features of a web page</p> <ul style="list-style-type: none"> recognise the common features of a web page suggest media to include on my page <p>draw a web page layout that suits my purpose</p> <p>To recognise the need to preview pages</p> <ul style="list-style-type: none"> add content to my own web page preview what my web page looks like <p>evaluate what my web page looks like on different devices and suggest/make edits.</p> <p>To outline the need for a navigation path</p> <ul style="list-style-type: none"> explain what a navigation path is describe why navigation paths are useful <p>make multiple web pages and link them using hyperlinks</p> <p>To recognise the implications of linking to content owned by other people</p> <ul style="list-style-type: none"> explain the implication of linking to content owned by others create hyperlinks to link to other people's work <p>evaluate the user experience of a website</p>	<p>Flat File Databases</p> <p>To use a form to record information</p> <p>To compare paper and computer-based databases</p> <p>To outline how you can answer questions by grouping and then sorting data</p> <p>To explain that tools can be used to select specific data</p> <p>To explain that computer programs can be used to compare data visually</p> <p>To use a real-world database to answer questions</p> <p><u>Subject knowledge</u></p> <p>The term ‘database’ means ‘a collection of organised data that is stored on a computer’. Databases allow people to search and sort large quantities of data to find information. Data can be letters, words, numbers, dates, images, sounds, etc. In addition, teachers will need to be familiar with the basic structure of a database, and the concept of ‘grouping’ and ‘sorting’ data records based on different fields. For example, grouping objects by colour, or sorting into alphabetical order.</p>	<p>Selection in physical computing</p> <p>To control a simple circuit connected to a computer</p> <p>To write a program that includes count-controlled loops</p> <p>To explain that a loop can stop when a condition is met</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>To design a physical project that includes selection</p> <p>To create a program that controls a physical computing project</p> <p>E Safety</p> <p>Agree sensible e-safety rules for the classroom. Discuss their own personal use of the Internet and choices they make Discuss how to protect devices from virus threats. Discuss the importance of keeping an adult informed about what you’re doing online, and how to report concerns. Explore using the safe and responsible use of online communication tools e.g. blogs, messaging.</p>
R.E	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? Christmas	U2.1 What does it mean if Christians believe God is holy and loving?	U2.9 Why is the Torah so important to Jewish people?	U2.4 How do Christians decide how to live? ‘What would Jesus do?’	U2.4 How do Christians decide how to live? ‘What would Jesus do?’
Music	<p>Year 5, Unit 2 How Does Music Connect Us with Our Past? Emotions and Musical Styles Year 5, Unit 1</p> <p>Tempo: 128 bpm (beats per minute = tempo) Time signature: 4/4 (four crotchet beats in every bar) Key signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Melodic patterns using: A, B, C, D, E, F#, G</p> <p>Listen and Respond In this Unit, the children will listen and respond to the following: Step 1: The Sparkle In My Life by Joanna Mangona and Chris Taylor Step 2: Glassworks 1. Opening by Philip Glass Step 3: Dreaming Of Mars by Joanna Mangona and Pete Readman Step 4: Macaroni Sundae by Joanna Mangona and Chris Madin Step 5: Get On Board by John Chamberlain</p> <p>Activity 3: Singing Learn to Sing the Song You will have warmed up your</p>	<ul style="list-style-type: none"> How Does Music Bring Us Together? Tempo: 66 bpm (beats per minute = tempo) Time signature: 2/4 (two crotchet beats in every bar) Key signature: C major Rhythmic patterns using: Minims, crotchets, quavers and semiquavers Melodic patterns using: C, D, E, F, G, A and B Improvise Together This activity gives the children an opportunity to practise improvising together. There isn’t an improvise activity connected to every song, so this can be used as an option. Here, they can practise their ideas together over a backing track. You can 	<p>How Does Music Teach Us about Our Community?</p> <p>Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <ul style="list-style-type: none"> Identify and describe feelings as they relate to music. Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music. <p>Create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.</p> <ul style="list-style-type: none"> Follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). Make an informed decision as to which notes to use when composing and improvising with the song. <p>Demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <ul style="list-style-type: none"> Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing. When planning, rehearsing, 	<p>Using Chords and Structure</p> <p>Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <ul style="list-style-type: none"> Identify and describe feelings as they relate to music. Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music. <p>Create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.</p> <ul style="list-style-type: none"> Follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. Make an informed decision as to which notes and expression to use when composing and improvising with the song. <p>Demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <ul style="list-style-type: none"> Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing. 	<p>Unit 6 Identifying important musical elements</p> <p>Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</p> <ul style="list-style-type: none"> Identify and describe feelings as they relate to music. Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music. <p>Create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.</p> <ul style="list-style-type: none"> Follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). Make an informed decision as to which notes to use when composing and improvising with the song. <p>Demonstrate an awareness of pulse/beat</p>	<p>Y6 Unit 6</p> <p>Respecting each other through composition</p> <ul style="list-style-type: none"> Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. Identify and describe feelings as they relate to music. Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music. <p>Create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.</p> <ul style="list-style-type: none"> Follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. Make an informed decision as to which notes and expression to use when composing and improvising with the song. <p>Demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <ul style="list-style-type: none"> Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing. When planning,

	<p>voices in Understanding Music. On the screen, you will have the option to break the song down into manageable learning sections. Add clapping and movement in the relevant sections and have fun! There is an option to follow the score if you wish to see the notated version. © Copyright 2021 Charanga Ltd Page 8 of 15 Unit 2 Songs to Be Learnt: ● Song 1 – The Sparkle In My Life by Joanna Mangona and Chris Taylor ● Song 2 – Dreaming Of Mars by Joanna Mangona and Pete Readman ● Song 3 – Get On Board by John Chamberlain</p> <p>Composition there is an opportunity for composing and communicating the children's musical ideas and feelings. ● The composition could be a class task or an individual task. ● The composition could be presented on its own or as part of the performance of a unit song. Perform and share the learning that has taken place in each lesson and at the end of the unit.</p>	<ul style="list-style-type: none">- take it in turns to play when looping- the track.- Time signature: 2/4 (two crotchet beats in every bar)- Key signature: C major- The children can use the notes: C, D, E, F and G or C, D, E, F, G, A and B <p>Talk about the song together Explore its musical style through the style indicators of the music and its performers Embed a deeper understanding of the musical concepts related to</p> <p>Steady beat Metre 2/4 Rhythmic and melodic patterns Recognising and/or reading simple notation and tonic sol-fa Tonal centre is C major and the C major scale is used Minims, crotchets, quavers, semiquavers Internalise, keep and move in time with a steady beat in 2/4 time Copy back rhythms from memoryor with notation Listen to the rhythms provided and create a rhythmic answer. Createand/or identify rhythm patterns using combinations of minims, dotted crotchets, crotchets, quavers, semiquavers and their rests Listen to and copy back melodic patterns from the notes C, D, E, F, G, A, B from memory and with notation Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations of the C major scale (C, D, E, F, G, A, B) Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (sol-fa option in settings)</p> <ul style="list-style-type: none">- Talk about the song together Explore its musical style through the style indicators of the music and its performers Embed a deeper understanding of the musical concepts related to the song Find an understanding and/or connection to the song or music Share your thoughts and feelings about the musicusing musical language. Listen carefully and respectfully to other people's thoughts about the music Analyse, explore and discover the song/piece's musical concepts and style Focused, deeper learning of the musical concepts related to the song/piece Place the song/piece in	<p>introducing and performing the song: ○ Understand and make connections between the music encountered and the Social Theme. ○ Understand and apply learning from the Musical Spotlight. ○ Introduce the performance with context and understanding of the song, the learning process and any other relevant connections. Singing as part of a choir and in unison. ● Demonstrating good singing posture. ● Singing the unit songs from memory or notation. ● Listening for being ‘in time’ or ‘out of time’, with an awareness of following the beat. Trying to correct themselves. ● Listening for being ‘in tune’ or ‘out of tune’. ● Singing with attention to clear diction. ● Rejoining the group with help if they get lost or out of time. ● Singing expressively, with attention to breathing and phrasing. ● Developing confidence as a soloist. ● Connecting with and trying to understand the meaning, emotion and intent of the song. ● Discussing together what the song or piece of music might be about. ● Performing actions confidently and in time. ● Singing expressively, with attention to the meaning of the words. ● Following and understanding the leader or conductor. Playing a part on a tuned instrument by ear or from notation. ● Playing the right notes with secure rhythms. ● Rehearsing and performing their parts within the context of the unit song. ● Playing together with everybody while keeping the beat. ● Listening to and following musical instructions from a leader. ● Treating instruments carefully and with respect. ● Playing their instruments with good posture. ● Beginning to understand how to rehearse a piece of music in order to improve. Understanding the structure of the composition. ● Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). ● Including a home note, to give a sense of an ending; coming home. ● Performing their simple composition/s using their own choice of notes. ● Describing how their melodies were created. ● Successfully creating a melody in keeping with the style of the backing track. ● Creating their composition/s with an awareness of the basic/simple chords in the backing track. Planning, rehearsing and performing a song to an audience; explaining why the song was chosen. ● Showing their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance. ● Following the leader or conductor. ● Performing the song from notation or from memory. ● Understanding and following the leader or conductor. ● Communicating the structure, mood and meaning of the song. ● Reflecting on the performance and how well it suited the occasion.</p>	<ul style="list-style-type: none">● When planning, rehearsing, introducing and performing the song: ○ Understand and make connections between the music encountered and the Social Theme. ○ Understand and apply learning from the Musical Spotlight. ○ Introduce the performance with context and understanding of the song, the learning process and any other relevant connections. Playing a part on a tuned instrument by ear or from notation. ● Playing the right notes with secure rhythms. ● Rehearsing and performing their parts within the context of the unit song. ● Playing together with everybody while keeping the beat. ● Listening to and following musical instructions from a leader. ● Treating instruments carefully and with respect. ● Playing their instruments with good posture. ● Understanding how to rehearse a piece of music in order to improve. ● Playing a harder part. The children’s thoughts and feelings about their performance. ● Was the performance carefully planned to suit the audience? ● Did the performance communicate ideas, thoughts and feelings about the song/music? ● What went well and what could have been better?	<p>when listening, moving to and performing music. ● Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing. ● When planning, rehearsing, introducing and performing the song: ○ Understand and make connections between the music encountered and the Social Theme. ○ Understand and apply learning from the Musical Spotlight. ○ Introduce the performance with context and understanding of the song, the learning process and any other relevant connections. Playing a part on a tuned instrument by ear or from notation. ● Playing the right notes with secure rhythms. ● Rehearsing and performing their parts within the context of the unit song. ● Playing together with everybody while keeping the beat. ● Listening to and following musical instructions from a leader. ● Treating instruments carefully and with respect. ● Playing their instruments with good posture. ● Beginning to understand how to rehearse a piece of music in order to improve. Following a steady beat and staying ‘in time’. ● Becoming more skilled in improvising; perhaps trying more notes and rhythms. ● Including rests or silent beats. ● Thinking about creating music with ‘phrases’ made up of notes, rather than just lots of notes played one after the other. ● Challenging themselves to play for longer periods, both as a soloist and in response to others in a group. ● Improvising over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>	
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		<p>its historical, cultural and global context. Does this song/piece have a message or tell us a story? Understand and explore where the song/piece fits in the global musical narrative If you like this song/piece, see the suggested artists and music to listen to and learn about</p> <ul style="list-style-type: none">- Learn to sing the song as part of an ensemble/choir Follow a leader/conductor Understand the meaning of the song Demonstrate and maintain correct posture and breath control Listening to each other and singing in tune together Understand the emotion/feeling/intent of the songand explain it to the class or each other Understand the importance of vocal warm-upsand explain why they are important Singing as part of an ensemble or large group is fun, but you must listen to each other Learn by ear or from notation that the song is in 4/4 time and in C major Learn the design/structure of the song Enjoy singing a solo, rapping a solo, creating choreography for a performance- Share and talk about their improvisation Explain that improvisation is making up your own tunes and when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them Improvise using the notes that are given.Using one, two or three notes confidently is better than using five	<ul style="list-style-type: none">● Talking about the strengths of the performance, how they felt and what they would like to change.			
P.E	<p>Invasion Games</p> <p>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>☞ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Invasion Games</p> <p>use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>☞ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Net/wall games</p> <ul style="list-style-type: none">▪ use running, jumping, throwing and catching in isolation and in combination▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<p>Gymnastics</p> <ul style="list-style-type: none">▪ develop flexibility, strength, technique, control and balance [for example, through athletics and compare their performances with previous ones and demonstrate improvement to achieve their personal best.▪ gymnastics]	<p>Striking and Fielding/Athletics</p> <ul style="list-style-type: none">▪ use running, jumping, throwing and catching in isolation and in combination▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<ul style="list-style-type: none">▪ Striking and Fielding/Athletics▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

MFL	Getting to know you	All about ourselves	Family and Friends	School Life	Time Travelling	All in a Day
PSHE	Year 6 Me and My Relationships	Year 5 Being my Best	Year 6 Rights and Responsibilities	Year 5 Valuing Difference	Year 6 Keeping Myself Safe	Year 5/6 Growing and Changing
Outdoor learning experiences	Active English Active Maths Art-Henry Moore- observational drawing Science-plant/animal study PE inter-schools tournaments PSHE- Team work and Resilience activities History- Vikings V Anglo- Saxons	Active English Active Maths PE inter-schools tournaments Maths-converting measurements activity Science-separating mixtures	Active English Active Maths PE inter-schools tournaments Maths-area and perimeter, nature fractions Art-trip to the Ampney Brook- observational drawing Science- exercise investigation	Active English Active Maths PE inter-schools tournaments DT-Construction of bridges Geography-Mapping our location/field work RE- Experience Easter Maths- nature percentages, fractions, decimals, area and perimeter- playground maths	Active English Active Maths PE inter-schools tournaments Computing-recording on location History-Greek Warfare Science- shadows investigation	Active English Residential PE inter-school’s tournaments Archaeology Alive Science: paper aeroplanes investigation Maths-positioning, investigations
Visits or Visitors	Trip to Cabury’s world Chris Saunders-Diocese Youth Leader Hindu to visit	PC Leah Davis Chris Saunders-Diocese Youth Leader	National waterways Museum in Gloucester PC Leah Davis Chris Saunders-Diocese Youth Leader	Chris Saunders-Diocese Youth Leader	Residential Chris Saunders-Diocese Youth Leader PC Leah Davis Year 6 Leavers’ Service Gloucester Cathedral Amateur astronomer visit	Chris Saunders-Diocese Youth Leader

