

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic</b>	<b>Maya Civilisation</b> <b>KQ: Why do we study the Maya civilisation?</b>	<b>Human Geography</b> <b>KQ: Why does our population change?</b>	<b>Physical Geography</b> <b>KQ: Why do oceans matter?</b>	<b>Human/Physical Geography</b> <b>KQ: Can I carry out an independent fieldwork study?</b>	<b>:</b> <b>KQ: What was life like during WW2?</b>	<b>Local History</b> <b>KQ: How did WW2 effect people in the local area?</b>
<b>English</b>	<p>WK 1-2 Vocabulary builder poetry Final Outcome: Free verse poem Key Text: Empty Head by Malick Fall</p> <p>Wk 3-7 Writing Workshops openings and character descriptions Narrative writing skills: openings, character descriptions Final outcome: descriptive opening/ character description Text: Cosmic by Frank Cottrell Boyce/Alma</p>	<p>WK 1-3 Suspense writing Final Outcome: narrative using suspense techniques Key text: Room 13 by Robert Swindells</p> <p>Wk 4-6 Shakespeare Key Text: Macbeth Final outcome: letter/balanced argument</p>	<p>WK 1-3 Everest by Sangma Francis and Lisk Feng Final Outcome: Non-chronological report and newspaper article Key Text: Everest</p> <p>Wk 3-5 Stories from our Literary Heritage Final outcome: To write a narrative that creates suspense/atmosphere Key Text: C S Lewis-Lion, Witch and the Wardrobe</p>	<p>Wk 1-3 Diary writing Final outcome: Personal Diary Key Text: Scott of the Antarctic</p> <p>SATs Revision Grammar and Reading</p>	<p>SATs Revision Wk 5-6 Information/explanation text: Final outcome: Explanation poster Text: Wallace and Gromit inventions</p>	<p>Wk 1-3: The Fantastic Flying Books of Mr. Morris Lessmore Final Outcome: Narrative adventure</p> <p>Wk 4-6 Debating skills text: Screen Use: Screen Or No Screen? Outcome: discussion text made up of two balanced arguments and debate.</p>
<b>Spelling, Grammar and Punctuation</b>	<p>Word classes Adverbs Conjunctions Adverbials Punctuation: commas</p>	<p>Conjunctions and clauses Prepositions Expanded noun phrases Punctuation: commas, speech punctuation</p>	<p>Active and passive Tenses Modal verbs Relative clauses Parenthesis Cohesion Punctuation: apostrophes, dash, semi colon, colon, commas for lists revision,</p>	<p>Active and passive Tenses Modal verbs Relative clauses Parenthesis Cohesion Punctuation: apostrophes, dash, semi colon, colon, commas for lists revision, hyphens</p>	<p>Subjunctive form <b>Revision SATs</b></p>	<p>Informal/Formal Punctuation consolidation Synonyms and antonyms Prefixes/suffixes Consolidation of KS2</p>
<b>Maths</b>	<p><b>Number: Place Value</b> Representing numbers Compare and order Rounding Negative numbers</p>	<p><b>Number: Place Value</b> Representing numbers Compare and order Rounding Negative numbers</p>	<p><b>Fractions:</b> Equivalent and simplifying Compare and order Addition and subtraction Improper fractions and mixed numbers</p>	<p><b>Fractions:</b> Equivalent and simplifying Compare and order Addition and subtraction Improper fractions and mixed numbers</p>	<p><b>Geometry: Properties of shapes</b> Measuring angles Angles Angles in shapes Polygons</p>	<p><b>Statistics</b> Line graphs Tables Circles Pie charts</p>

	<p>Roman numerals</p> <p><b>Four Operations:</b> Addition and subtraction Multiples Multiplication Factors Multiply and divide by 10, 100, 1000 Division Primes/squares/cubes Estimating Order of operations Related facts</p> <p><b>Converting Units:</b> Metric Measures Miles and Kilometres Imperial Measures</p>	<p>Roman numerals</p> <p><b>Four Operations:</b> Addition and subtraction Multiples Multiplication Factors Multiply and divide by 10, 100, 1000 Division Primes/squares/cubes Estimating Order of operations Related facts</p> <p><b>Converting Units:</b> Metric Measures Miles and Kilometres Imperial Measures</p>	<p>Counting fractions Multiplication of fractions Division of fractions Four operations Fraction of an amount Ratio</p> <p><b>Decimals and Percentages</b> Decimals up to 3 d.p. Round, order and compare Multiply and divide by power of 10 Multiply and divide Fractions to decimals Percentages Percentage of amounts</p> <p><b>Algebra</b> <b>Perimeter &amp; Area</b> Perimeter Area Volume Triangles Parallelograms Capacity</p> <p><b>Statistics</b> Line graphs Tables Circles Pie charts averages</p>	<p>Counting fractions Multiplication of fractions Division of fractions Four operations Fraction of an amount Ratio</p> <p><b>Decimals and Percentages</b> Decimals up to 3 d.p. Round, order and compare Multiply and divide by power of 10 Multiply and divide Fractions to decimals Percentages Percentage of amounts</p> <p><b>Algebra</b> <b>Perimeter &amp; Area</b> Perimeter Area Volume Triangles Parallelograms Capacity</p> <p><b>Statistics</b> Line graphs Tables Circles Pie charts averages</p>	<p>Drawing shapes 3D shapes</p> <p><b>Geometry: Position and Direction</b> Describe position Reflection Translation</p> <p><b>Consolidation of:</b> Four operations FDP</p> <p>Investigations</p>	<p>averages</p> <p><b>Geometry: Properties of shapes</b> Measuring angles Angles Angles in shapes Polygons Drawing shapes 3D shapes</p> <p><b>Geometry: Position and Direction</b> Describe position Reflection Translation</p> <p><b>Consolidation of:</b> Four operations FDP</p> <p>Investigations</p>
<b>Science</b>	<p>▪ <b>Living Things and their Environment</b></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><b>Materials and their Properties</b> 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> <ul style="list-style-type: none"> <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> </ul> <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><b>Humans and other Animals</b></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. I can describe the stages of human development. 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. I can present data. 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>▪ <b>Evolution</b></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 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <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>Electricity</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>Light</b></p> <ul style="list-style-type: none"> <li>▪ recognise 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 eye</li> </ul> <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>
<b>Art</b>	<p><b>Painting &amp; mixed media: Portraits</b> Outline a portrait drawing with words, varying the size, shape and placement of words to create interest.</p>		<p><b>Architecture</b> Sketch a house from first-hand or second-hand observation. Use basic shapes to place key features and form the composition, measuring to work out proportions.</p>		<p><b>Drawing: Expressing Moods</b> Collect a good range of imagery, adding annotated notes and sketches. Make relevant comparisons between different styles of art.</p>	<p><b>3D Models</b></p> <ul style="list-style-type: none"> <li>▪ <b>Local Landmark/Building</b></li> <li>▪</li> </ul>

	<p>Try a variety of materials and compositions for the backgrounds of their drawings. Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece.</p>		<p>Notice small details to incorporate into the drawing by observing. Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. Follow steps to create a print with clear lines, with some smudging. Purposefully evaluate their work, demonstrating what went well and what could be improved. Create a building design based on a theme or set purpose. Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser's work and recognise his style. Create a factual presentation about Hundertwasser in a visually pleasing way. Show understanding of what a monument is for by designing a monument that symbolises a person or event. Describe their monument and explain their choices. Give constructive feedback to others about their monument designs.</p>		<p>Use tools effectively to explore a range of effects. Respond to the meaning of a spirit animal through drawing. Generate symbols that reflect their likes and dislikes with little support. Create a tile that is full of pattern, symbols and colours that represents themselves. Discuss ideas to create light and dark through drawing techniques. Explain the term chiaroscuro. Apply chiaroscuro to create light and form through a tonal drawing. Understand the impact of using techniques for effect. Participate in a discussion that examines the similarities and differences between different styles of art. Form their own opinions about what art is, justifying their ideas. Identify a cause and decide what message they want to convey. Understand artist's choices to convey a message. Review sketchbook and creative work to develop a drawn image. Review and revisit ideas to develop their work.</p>	<ul style="list-style-type: none"> <li>▪ to create sketch books to record their observations and use them to review and revisit ideas</li> <li>▪ 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]</li> <li>▪ about great artists, architects and designers in history.</li> </ul>
<p><b>DT</b></p>		<p><b>Food Nutrition: Chocolate bars</b></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><b>Stuffed Toys</b></p> <p>Design</p> <ul style="list-style-type: none"> <li>☒ 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</li> <li>☒ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>☒ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>☒ 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</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>☒ investigate and analyse a range of existing products</li> <li>☒ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>☒ understand how key events and individuals in design and technology have helped shape the world</li> </ul>		<p><b>Electrical and mechanical components/using materials: Steady Hand Game</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul>

				<p>Technical knowledge        2 apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>		<ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul>
<p><b>History</b></p>	<p><b>Maya Civilisation</b>        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.        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.        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>Why did Britain have to go to war in 1939? This does not need to be the full-blown study of the causes - that is for KS3. You should explain Hitler's grievances and his actions and the attitude of the British government, mainly in the form of appeasement. The sequencing activity ensures knowledge of key events and role play covers key issues of appeasement in a memorable way.</p> <p>2 Why was it necessary for children to be evacuated and what was evacuation really like? Starting with a graph to raise a number of issues, pupils then explore children's experience before going on to critique a misleadingly one-sided website entry.</p> <p>*Pupils are able to identify key features of resistance to German invasion: Trying on gas masks Home Guard Battle of Britain Blitz Evacuation Rationing Fire service Air-raid shelters        Why is it so difficult to be sure what life on the Home Front was really like?</p>	<p><b>How did WW2 effect local people?</b>        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.        Ch research named individuals Ch apply agreed criteria to individual's actions Ch evaluate how well others have applied the criteria.        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.        Ch are able to consider relative importance of criteria for named individuals and apply them accurately.        How were individual families living on the Home Front affected by the war? Pupils use their imagination to create a family and then describe their experiences using the medium of a diary/war journal. This should be built up from early in the topic, at the latest by Key question 3. As you teach each key question remind pupils to reflect on how the new content might be applied to their families' diaries.</p>

					What was VE day really like? Pupils can describe how VE Day was typically celebrated. *They are aware that some families had mixed emotions. *They can explain why depictions of VE Day parties might vary.	
<b>Geography</b>	<p><b>Where were the Mayans from?</b> name and locate counties &amp; 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><b>Why does our population change?</b> Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.</p>	<p><b>Why do oceans matter?</b> Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.</p>	<p><b>Can I carry out an independent fieldwork study?</b> Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.</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
<b>Computing</b>	<p><b>Internet Communication</b> To explain the importance of internet addresses To recognise how data is transferred across the internet To explain how sharing information online can help people to work together To evaluate different ways of working together online To recognise how we communicate using technology To evaluate different methods of online communication <b>Subject knowledge</b> 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).</p>	<p><b>Coding and Programming</b> Explore procedures using repeat to achieve solutions to problems with Scratch Talk about procedures as parts of a program Refine procedures to improve efficiency Use a variable to replace number of sides in a regular shape Explore instructions to control software or hardware with an input &amp; using if... then... commands Explore a computer model to control a physical system  Change inputs on a model to achieve different outputs Refine &amp; extend a program Identify difficulties &amp; articulate a solution for errors in a program Group commands as a procedure to achieve a specific outcome within a program Write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming</p>	<p><b>3D Design Modelling</b> 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 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 Select, use and combine a variety of software (including Internet services) on a range of digital devices to design</p>	<p><b>Designing webpages</b> To review an existing website and consider its structure <ul style="list-style-type: none"> <li>explore a website</li> <li>discuss the different types of media used on websites</li> </ul> know that websites are written in HTML To plan the features of a web page <ul style="list-style-type: none"> <li>recognise the common features of a web page</li> <li>suggest media to include on my page</li> </ul> draw a web page layout that suits my purpose To recognise the need to preview pages <ul style="list-style-type: none"> <li>add content to my own web page</li> <li>preview what my web page looks like</li> </ul> evaluate what my web page looks like on different devices and suggest/make edits. To outline the need for a navigation path <ul style="list-style-type: none"> <li>explain what a navigation path is</li> <li>describe why navigation paths are useful</li> </ul> make multiple web pages and link them using hyperlinks To recognise the implications of linking to content owned by other people <ul style="list-style-type: none"> <li>explain the implication of linking to content owned by others</li> <li>create hyperlinks to link to other people's work</li> </ul> evaluate the user experience of a website</p>	<p><b>Flat File Databases</b> To use a form to record information To compare paper and computer-based databases To outline how you can answer questions by grouping and then sorting data To explain that tools can be used to select specific data To explain that computer programs can be used to compare data visually To use a real-world database to answer questions <b>Subject knowledge</b> 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</p>	<p><b>Selection in physical computing</b> To control a simple circuit connected to a computer To write a program that includes count-controlled loops To explain that a loop can stop when a condition is met To explain that a loop can be used to repeatedly check whether a condition has been met To design a physical project that includes selection To create a program that controls a physical computing project  <b>E Safety</b> 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.</p>

	The terms are discussed in more detail within the lesson plans.		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		objects by colour, or sorting into alphabetical order.	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.
<b>R.E</b>	U2.8 What does it mean to be a Muslim in Britain today?	U2.3 Why do Christians believe Jesus was the Messiah? <b>Christmas</b>	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?'
<b>Music</b>	<p><b>Year 5, Unit 2 How Does Music Connect Us with Our Past? Emotions and Musical Styles Year 5, Unit 1</b></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 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 I. 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 Activity 3: Singing Learn to Sing the Song You will have warmed up your 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"> <li>- <b>How Does Music Bring Us Together?</b></li> <li>- Tempo: 66 bpm (beats per minute = tempo)</li> <li>- Time signature: 2/4 (two crotchet beats in every bar)</li> <li>- Key signature: C major</li> <li>- Rhythmic patterns using: Minims, crotchets, quavers and semiquavers</li> <li>- Melodic patterns using: C, D, E, F, G, A and B</li> <li>- Improvise Together</li> <li>- This activity gives the children an opportunity to practise improvising together. There isn't an</li> <li>- improvise activity connected to every song, so this can be used as an option. Here, they can</li> <li>- practise their ideas together over a backing track. You can take it in turns to play when looping</li> <li>- the track.</li> <li>- Time signature: 2/4 (two crotchet beats in every bar)</li> <li>- Key signature: C major</li> <li>- The children can use the notes: C, D, E, F and G or C, D, E, F, G, A and B</li> <li>- 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 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 memory or with notation Listen to the rhythms provided and create a rhythmic answer. Create and/or identify rhythm patterns using combinations of</li> </ul>	<p><b>How Does Music Teach Us about Our Community?</b></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"> <li>● Identify and describe feelings as they relate to music.</li> <li>● Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</li> </ul> <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"> <li>● 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).</li> <li>● Make an informed decision as to which notes to use when composing and improvising with the song.</li> </ul> <p>Demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <ul style="list-style-type: none"> <li>● Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing.</li> <li>● 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.</li> </ul> <p>Singing as part of a choir and in unison.</p> <ul style="list-style-type: none"> <li>● Demonstrating good singing posture.</li> <li>● Singing the unit songs from memory or notation.</li> <li>● Listening for being 'in time' or 'out of time', with an awareness of following the beat. Trying to correct themselves.</li> <li>● Listening for being 'in tune' or 'out of tune'.</li> <li>● Singing with attention to clear diction.</li> <li>● Rejoining the group with help if they get lost or out of time.</li> <li>● Singing expressively, with attention to breathing and phrasing.</li> <li>● Developing confidence as a soloist.</li> <li>● Connecting with and trying to understand the meaning, emotion and intent of the song.</li> <li>● Discussing together what the song or piece of music might be about.</li> <li>● Performing actions confidently and in time.</li> <li>● Singing expressively, with attention to the meaning of the words.</li> <li>● Following and understanding the leader or conductor.</li> </ul> <p>Playing a part on a tuned instrument by ear or from notation.</p> <ul style="list-style-type: none"> <li>● Playing the right notes with secure rhythms.</li> </ul>	<p><b>Using Chords and Structure</b></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"> <li>● Identify and describe feelings as they relate to music.</li> <li>● Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</li> </ul> <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"> <li>● 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.</li> <li>● Make an informed decision as to which notes and expression to use when composing and improvising with the song.</li> </ul> <p>Demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <ul style="list-style-type: none"> <li>● Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing.</li> <li>● 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.</li> </ul> <p>Playing a part on a tuned instrument by ear or from notation.</p> <ul style="list-style-type: none"> <li>● Playing the right notes with secure rhythms.</li> <li>● Rehearsing and performing their parts within the context of the unit song.</li> <li>● Playing together with everybody while keeping the beat.</li> <li>● Listening to and following musical instructions from a leader.</li> <li>● Treating instruments carefully and with respect.</li> <li>● Playing their instruments with good posture.</li> <li>● Understanding how to rehearse a piece of music in order to improve.</li> <li>● Playing a harder part.</li> </ul> <p>The children's thoughts and feelings about their performance.</p> <ul style="list-style-type: none"> <li>● Was the performance carefully planned to suit the audience?</li> <li>● Did the performance communicate ideas, thoughts and feelings about the song/music?</li> <li>● What went well and what could have been better?</li> </ul>	<p><b>Unit 6 Identifying important musical elements</b></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"> <li>● Identify and describe feelings as they relate to music.</li> <li>● Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</li> </ul> <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"> <li>● 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).</li> <li>● Make an informed decision as to which notes to use when composing and improvising with the song.</li> </ul> <p>Demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <ul style="list-style-type: none"> <li>● Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing.</li> <li>● 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.</li> </ul> <p>Playing a part on a tuned instrument by ear or from notation.</p> <ul style="list-style-type: none"> <li>● Playing the right notes with secure rhythms.</li> <li>● Rehearsing and performing their parts within the context of the unit song.</li> <li>● Playing together with everybody while keeping the beat.</li> <li>● Listening to and following musical instructions from a leader.</li> <li>● Treating instruments carefully and with respect.</li> <li>● Playing their instruments with good posture.</li> <li>● Beginning to understand how to rehearse a piece of music in order to improve.</li> </ul> <p>Following a steady beat and staying 'in time'.</p> <ul style="list-style-type: none"> <li>● Becoming more skilled in improvising; perhaps trying more notes and rhythms.</li> </ul>	<p>Y6 Unit 6</p> <p>Respecting each other through composition</p> <ul style="list-style-type: none"> <li>● Demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.</li> <li>● Identify and describe feelings as they relate to music.</li> <li>● Demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</li> </ul> <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"> <li>● 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.</li> <li>● Make an informed decision as to which notes and expression to use when composing and improvising with the song.</li> <li>● Demonstrate an awareness of pulse/beat when listening, moving to and performing music.</li> <li>● Demonstrate – and explain – an understanding of the importance of posture, diction and technique when performing.</li> <li>● 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</li> </ul> <p>Following a steady beat and staying 'in time'.</p> <ul style="list-style-type: none"> <li>● Becoming more skilled in improvising; perhaps trying more notes and rhythms.</li> <li>● Including rests or silent beats.</li> <li>● Thinking about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</li> <li>● Challenging themselves to play for longer periods, both as a soloist and in response to others in a group.</li> <li>● Improvising over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</li> </ul>

		<p>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> <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 the song Find an understanding and/or connection to the song or music Share your thoughts and feelings about the music using 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 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> <p>- 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 song and explain it to the class or each other Understand the importance of vocal warm-ups and 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</p> <p>- Share and talk about their improvisation Explain that improvisation is making up your own tunes and when someone</p>	<ul style="list-style-type: none"> <li>● Rehearsing and performing their parts within the context of the unit song.</li> <li>● Playing together with everybody while keeping the beat.</li> <li>● Listening to and following musical instructions from a leader.</li> <li>● Treating instruments carefully and with respect.</li> <li>● Playing their instruments with good posture.</li> <li>● Beginning to understand how to rehearse a piece of music in order to improve.</li> </ul> <p>Understanding the structure of the composition.</p> <ul style="list-style-type: none"> <li>● Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</li> <li>● Including a home note, to give a sense of an ending; coming home.</li> <li>● Performing their simple composition/s using their own choice of notes.</li> <li>● Describing how their melodies were created.</li> <li>● Successfully creating a melody in keeping with the style of the backing track.</li> </ul> <p>Creating their composition/s with an awareness of the basic/simple chords in the backing track.</p> <p>Planning, rehearsing and performing a song to an audience; explaining why the song was chosen.</p> <ul style="list-style-type: none"> <li>● Showing their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.</li> <li>● Following the leader or conductor.</li> <li>● Performing the song from notation or from memory.</li> <li>● Understanding and following the leader or conductor.</li> <li>● Communicating the structure, mood and meaning of the song.</li> <li>● Reflecting on the performance and how well it suited the occasion.</li> <li>● Talking about the strengths of the performance, how they felt and what they would like to change.</li> </ul>		<ul style="list-style-type: none"> <li>● Becoming more skilled in improvising; perhaps trying to use melodic jumps that might get higher and lower.</li> <li>● Exploring rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests.</li> <li>● Including rests or silent beats.</li> <li>● Using some loud and quiet dynamics.</li> <li>● Thinking about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</li> <li>● Including smooth (legato) and detached (staccato) articulation when playing notes.</li> <li>● Improvising over a simple groove, responding to the beat and creating a satisfying melodic shape.</li> </ul> <p>Understanding the structure of the composition.</p> <ul style="list-style-type: none"> <li>● Explaining its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).</li> <li>● Including a home note, to give a sense of an ending; coming home.</li> <li>● Performing their simple composition/s using their own choice of notes.</li> <li>● Describing how their melodies were created.</li> <li>● Successfully creating a melody in keeping with the style of the backing track.</li> <li>● Creating their composition/s with an awareness of the basic/simple chords in the backing track.</li> </ul>	
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		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				
<b>P.E</b>	<b>Invasion Games</b> 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 ☒ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Invasion Games</b> 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 ☒ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<b>Net/wall games</b> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Gymnastics</b> <ul style="list-style-type: none"> <li>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.</li> <li>gymnastics]</li> </ul>	<b>Striking and Fielding/Athletics</b> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>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</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>	<b>Striking and Fielding/Athletics</b> <ul style="list-style-type: none"> <li>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</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> 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.
<b>MFL</b>	Getting to know you	All about ourselves	Family and Friends	School Life	Time Travelling	All in a Day
<b>PSHE</b>	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
<b>Outdoor learning experiences</b>	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
<b>Visits or Visitors</b>	Trip to Cadbury's world Chris Saunders-Diocese Youth Leader Visit to mosque	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	Summer trip Chris Saunders-Diocese Youth Leader PC Leah Davis Year 6 Leavers' Service Gloucester Cathedral Amateur astronomer visit	Chris Saunders-Diocese Youth Leader



