	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Mindset Focus				Respect Resilience Responsibility		
Visitors in / Visits		Christmas Carol concert and Christmas Fayre				
School Events SMSC links British Values links	Harvest	Children in Need Anti-bullying week Road Safety Week Christmas Celebration Parents evenings	National Story Telling Week	World Book Day Red Nose Day Easter Celebrations Parents evenings		Sports Day Parents evenings
Parental engagement		Breakfast morning Reading mornings	Breakfast morning Reading morningssd	Breakfast morning Reading mornings	Breakfast morning Reading mornings –	Breakfast morning Reading mornings
Maths	**Place value** - Numbers to 100,000 including tenths and hundredths - Ordering Numbers - Rounding Numbers within 100,000 - Numbers to 1 million - Counting in 10s, 100s, 1000s, 10,000s and 100,000s - Negative numbers **Addition and subtraction** - Add two 4 digit numbers (with and without exchanging) - Add whole numbers with more than 4 digits - Subtract two 4 digit numbers (with and without exchanging) - Subtract whole numbers with more than 4 digits - Rounding to estimate - Inverse **Multiplication and division** - Multiples and Factors - Prime Numbers **Recovery area of maths:** - Place Value up to 1000 - Decimal numbers including tenths and hundredths - Roman Numerals	**Multiplication and division** - Square Numbers - Cube Numbers - Multiply by 10, 100 and 1000 - Divide by 10, 100 and 1000. **Area and perimeter** - measuring perimeter - perimeter on a grid - perimeter of a rectangles and rectilinear shapes - calculate perimeter - counting squares to find areas - Area of rectangles, compound shapes and irregular shapes **Statistics** - Use line graphs to solve problems - Read and interpret tables - Two way tables - Timetables **Recovery area of maths** - - Time (Digital) - Interpret charts - Comparison, sum and difference - Read and interpret line graphs - Draw line graphs	**Multiplication and division** - formal methods (up to four digits by one digit and three digits by two digits) - Division formal methods (up to four digits by one digits) - Division with remainders **Fractions** - equivalent fractions - fractions greater than 1 - improper fractions and mixed numbers - ordering fractions - comparing fractions - adding and subtracting fractions **Recovery area of maths:** - Timetable facts up to 12x12 - Multiply 2 digits – 4 digits by 1 digit using formal methods. - Divide 2 and 3 digit numbers by 1 digit - Identifying simple fractions - What is a fraction?	**Fractions** - Adding and subtracting fractions - Subtraction via breaking the whole - Multiplying fractions by an integer - Multiplying non-unit fractions and mixed numbers by an integer - Fractions of a quantity and an amount - Using fractions as operators - Fraction problem solving **Decimals and Percentages** - decimals up to 2dp - decimals as fractions - Understanding tenths, hundredths and thousandths as decimals. - Rounding decimals - Order and comparing decimals - Percentages as fractions and decimals **Recovery area of maths:** - Timetable facts up to 12x12	**Decimals** - adding and subtracting decimals - complements to 1 - adding decimals across the whole - adding and subtracting decimals with the same number of decimal places. - decimal problem solving - adding and subtracting decimals with a different number of decimal places - adding and subtracting wholes and decimals - decimal sequences - multiplying and dividing decimals **Geometry** - Angles and identifying them - Measuring, comparing and calculating angles. - Drawing angles - Angles on a straight line and around a point - Angles in a triangle	**Geometry** - quadrilaterals - calculating lengths and angles in shapes - regular and irregular polygons - reasoning about 3D shape - Position, translation and lines of symmetry -reflection including with co-ordinates **Measurement** - Metric and imperial units of measurement - Time and converting units of times -Timetables - Volume (what is volume, comparing volumes, estimating volume) - Estimating Capacity

| English

Reading

Writing

GPVS | **Class Book:** How to Train your Dragon – Cressida Cowell

Reading Skills: (Taken from Glossary)
• Decoding and fluency
• Clarification
• Vocabulary
• Prediction
• Sequencing

Writing Genres:
Character description
Newspaper report
Persuasive advert

GPV Focus:
Proofreading and make changes where needed
Spelling
Punctuation (commas)
Inverted commas (dialogue)
RECAP apostrophes
RECAP fronted adverbials
Expanded noun phrases

Spelling Focus:
RECAP
Prefixes and suffixes

-cious
-tious
-ious
i spelt with y
Homophones and near homophones | **Class Book:** Odd and the Frost Giants – Neil Gaiman

Reading Skills: (Taken from Glossary)
• Decoding and fluency
• Vocabulary
• Clarification
• Comparing and Contrasting
• Summarising
• Inference
• Relating background knowledge

Writing Genres:
Character description
Diary entry
NCR
Discussion/argument
Persuasive argument

GPV Focus:
Proofreading and make changes where needed
Subordinate clauses
Relative clauses
Formal/informal
Use brackets, dashes and commas indicate parenthesis

Spelling Focus:
Silent letters
Modal verbs
-ment
Adverbs of possibility and frequency
Statutory Spelling words | **Class Book:** Grimm Tales – Philip Pullman

Reading Skills: (Taken from Glossary)
• Decoding and fluency
• Vocabulary
• Clarification
• Comparing and Contrasting
• Point, Evidence and Explain
• Fact and Opinion
• Point, Evidence and Explain

Writing Genres:
Narrative
Newspaper report
Review
Interview
Discussion/argument
Poetry

GPV Focus:
Proofreading and make changes where needed
Formal/informal
Establish viewpoint as the writer through commenting on characters and events.
Use modal verbs to indicate degrees of possibility.

Spelling Focus:
-ity suffixes (to create nouns)
-ness suffix (to create nouns)
-ship suffixes (to create nouns)
Homophones and Near Homophones
Words with or spelt as oor
Words with or spelt as au
Converting nouns/adjectives into verbs using -ate
Converting nouns/adjectives into verbs using -ise
Converting nouns/adjectives into verbs using -ify
Converting nouns/adjectives into verbs using -en | **Class Book:** The Firework-Maker's Daughter – Phillip Pullman

Reading Skills: (Taken from Glossary)
• Decoding and fluency
• Vocabulary
• Clarification
• Inference

Writing Genres:
Setting description
Character description
Instructions

GPV Focus:
Proofreading and make changes where needed
Use modal verbs to indicate degrees of possibility.
Paragraphs and cohesion

Spelling Focus:
Words containing the letter string 'ough'
Adverbials of time
Adverbials of place
Words with an /ear/ sound spelt 'ere' | **Class Book:** The Jamie Drake Equation – Christopher Edge

Reading Skills: (Taken from Glossary)
• Decoding and fluency
• Vocabulary
• Clarification
• Fact and Opinion
• Relating background knowledge

Writing Genres:
NCR
Poetry
Script
Recount

GPV Focus:
Proofreading and make changes where needed
Use brackets, dashes and commas indicate parenthesis
Start sentences in a variety of ways
Informal/formal

Spelling Focus:
Unstressed vowels in polysyllabic words
Adding verb prefixes de- and re-
Adding verb prefix over-
Convert nouns or verbs into adjectives using suffix -ful
Convert nouns or verbs into adjectives using suffix -ive
Convert nouns or verbs into adjectives using suffix -al |
| | | | | | |

| Science | **Living things and their habitats**

We will learn about the process of reproduction and the life cycles of plants, mammals, amphibians, insects and birds. The children will explore reproduction in different | **Animals including humans**

We will focus on the changes that human beings experience as they develop to old age. We will tackle some sensitive subjects including puberty and death. Children will learn about the life cycle of a | **Properties/changes of materials**

As a class, we will investigate different materials, their uses and their properties and learn how to classify and group materials based on these properties. We will use our knowledge gained from comparative and fair tests to give evidence for the particular uses of everyday materials including metals, wood and plastic.
We will investigate dissolving, separating mixtures and irreversible changes and recognise how some materials can be separated across different states of matter (liquid, solid and gas). We will use a range | **Forces**

Famous Scientist: Isaac Newton

We will learn about balanced and unbalanced forces, gravity, friction and the use of mechanisms such as levers, gears and | **Earth and Space**

Famous Scientist: Nicolaus Copernicus

We will be exploring the movement of the Earth and other planets in our solar system relative to the sun |

	plants, including different methods of pollination and asexual reproduction. **Concepts:** • Testing • Predicting **Enquiry Types:** • Observing over time • Identifying, classifying and grouping • Pattern seeking • Research using secondary sources • Comparative and fair testing	human being. We will investigate the development of babies and compare the gestation period of humans and other animals. We will learn about the changes experienced during puberty and why these occur. **Concepts:** • Working scientifically • Classifying • Data-collection **Enquiry Types:** • Identifying, classifying and grouping • Pattern seeking • Research using secondary sources	of techniques in order to separate a range of materials such as sieving, filtering and evaporating. We will also learn about dissolving, mixing and changes of state in reference to reversible change. The children will then learn about irreversible changes, and participate in two exciting investigations to create new materials, including casein plastic and carbon dioxide. **Concepts:** • Data-collection • Presentation **Enquiry Types:** • Identifying, classifying and grouping • Observing over time • Comparative and fair testing • Pattern seeking	pulleys. We will investigate Isaac Newton and his discoveries about gravity. The children will look for patterns and links between the mass and weight of objects, using newton metres to measure the force of gravity. We will collaboratively investigate air and water resistance, participating in challenges to design the best parachute and boat. **Concepts:** • Testing • Evaluation **Enquiry Types:** • Pattern seeking • Comparative and fair testing • Research using secondary sources	as well as the movement of the moon around the Earth. We will discover how, because of their spherical nature, rotation and orbit, the Sun appears to move across the Earth's sky creating day and night. **Concepts:** • Asking questions • Presentation **Enquiry Types:** • Changes over time • Identifying, classifying and grouping • Research using secondary sources

Working Scientifically

Asking questions, setting up enquiries, making observations gathering information, recording and reporting findings, drawing conclusions pattern identification, using evidence to answer questions

History	**Vikings and Anglo Saxons (Innovation, Community, Settlement, Migration, Invasion)** We will be using Anglo-Saxons and other tribes including the Scots and the Vikings to explore sources, discuss their reliability and think about how some can be open to interpretation. We will also be identifying key Anglo-Saxon and Viking events and putting them into chronological order – understanding sequence of key events and the duration of these. Finally, we will investigate the economic, cultural, social, political and environmental impact the Anglo-Saxons and Vikings had on our country. (environmental, political cultural, social history) **(NC: Britain's settlement by Anglo Saxons and Scots, the Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor)** **Concepts:** chronology, significance, culture, change and continuity, cause and consequence, interpretation, sequence, duration **Strands:** economic, cultural development, political, environmental	**Blood, pus and guts – Medicine through time (Innovation, Community)** In our learning we will investigate the economic, cultural, social and political impact of **medicine** over time. (social, econolic, political, environmental history) We will construct informed responses that involve thoughtful selection and organisation of relevant historical information. We will be learning about diseases from the past such as the Plague and the Victorian cholera epidemic. We will explore how Alexander Fleming discovered antibiotics (Penicillin) and the impact this had. We will compare this with modern approaches to medicine including the NHS (and its changes since it was introduced). Finally, we will look at how the world copes with modern day viruses such as Covid19 and Ebola. (social, environmental, political, economic history) **(NC: a study of an aspect/theme in British History that extends pupils' chronological knowledge past 1066)** **Concepts:** Chronology, Significance, Sequence, Cause and consequence, Change and continuity **Strands:** Famous people, economic, social history, political, environmental		**Local study: Steel in Sheffield (Innovation, Community)** In History, we will be doing a local study on the steel industry and its impact on Sheffield. (social history).We will start by tracing the history of steel throughout the 1900s and beyond.This will include the mining strikes across Sheffield, and what caused these as well as the impact of them. (environmental, political, social history) We will look at the significant women of steel and also how the steel industry is still prevalent today. (political, social, cultural history) **(NC: A local history study beyond 1066)** **Concepts:** Chronology, Significance, Sequence, Cause and consequence, Change and continuity **Strands:** Economic, social, political, environmental,

| Geography | Anglo-Saxons and Vikings – The UK (settlement, environment, culture)

We are using maps to identify key European locations that were significant to the Anglo-Saxons and Vikings (such as Norway, Denmark, Scandinavia and Germany). As well as this, we will be studying the land use and settlements as a result of their invasion of the UK – identifying key human characteristics/features and how they have changed over time.

DEPTH STUDY – Why the Vikings came to Britain

(NC: <u>Locational Knowledge:</u> locate the world's countries, name and locate counties and cities of the UK, geographical similarities and differences of a region of the UK and a region in a European country
<u>Human and Physical Geog:</u> key aspects of human geog: settlement and land use, economic activity,
<u>Geographical skills and fieldwork:</u> use maps, atlases)

Concepts: Place, Space, Environment, Interconnections, Physical and human processes
Strands: Location, place, human | . | Volcanoes and Earthquakes (environment, settlement)

We will start by locating the continents and oceans on OS maps. We will use the maps and case studies to learn about natural disasters such as volcanoes and earthquakes and where they occur (E.g. the Ring of Fire). We will explore the geographical region of the Pacific (specifically Indonesia, Japan and the city of San Francisco) and their identifying human and physical characteristics (such as settlement, land use, economic activity and accessibility to trade links) and exploring what increases the likelihood of natural disasters in certain regions – linking this to tectonic places. We will also explore the impacts of the natural disasters on the country/city and how this affects their economic prospects and access to food, water and other essential resources.
DEPTH STUDY – humanitarian disasters
Finally, we will study our local area of Ecclesfield. We will create sketch maps of the physical and human landscape and how this has changed over time. We will also be practising our geographical skills of grid references, using a compass and reading symbols/keys
(NC: <u>Locational Knowledge:</u> locate the world's countries, environmental regions, latitude/longitude
<u>Human and Physical Geog:</u> describe and understand key aspects of physical geog: volcanoes and earthquakes, human geog: settlement and land use, economic activity, <u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied , use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ,use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and digital technologies.)

Concepts: Place, Environment, Physical and human processes.
Strands: Location, place, human, physical and geographical

Geographical Association scheme links: Mountains, **volcanoes and earthquakes** | Sheffield – (environment, culture)

We are using maps to compare the development of Sheffield from pre-industrialisation to early 20th century. We will focus on land use, housing and population density.

DEPTH STUDY – the impact of steel on the environment

(NC: 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)

Concepts: Place, Environment, Physical and human processes.
Strands: Location, physical |
|---|---|---|---|

| Music | Ukuleles
Y5 will spend the year learning how to play the ukulele. They will learn chords to a selection of songs across various eras.
Alongside this, children will learn about rhythm, notation, genre, tempo, pitch and dynamics.
<mark>Performance Purpose:</mark> Filmed on iPads for the Christmas performance | Spring 1 and 2
Ride of the Valkyries by Richard Wagner

In this unit children will listen and reflect on a piece of orchestral music, invent their own musical motifs and structure them into a piece, perform as an ensemble, learn musical language appropriate to the task

<mark>Performance Purpose:</mark> Perform for the other Y5 class | Summer 1 and 2
To make you feel my love
(ballads)

We are developing our harmony skills as we sing in harmony, as well as listening carefully to the melody.
<mark>Performance Purpose:</mark> Recorded for parents on Class Dojo |
|---|---|---|---|

Skills covered: To identify and move to the pulse with ease. When you talk try to use musical words. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvise using instruments in the context of a song to be performed. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if…? **Concepts:** Pitch Tempo Rhythm Performing Notation	**Skills covered:** To identify and move to the pulse with ease. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. Improvise using instruments in the context of a song to be performed. Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). **Concepts:** Pitch Tempo Rhythm Composing Performing Notation	**Skills covered:** To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if…? **Concepts:** Melody Harmony Rhythm Pitch Timbre	

Singing lessons with singing teacher (Autumn Term)
Skills covered:
To sing in unison and to sing backing vocals.
To enjoy exploring singing solo.
To listen to the group when singing.
To demonstrate a good singing posture.
To follow a leader when singing.
To experience rapping and solo singing.
To listen to each other and be aware of how you fit into the group.
To sing with awareness of being 'in tune'.
Performance Purpose: working towards Christmas and Easter performances
Concepts:
Melody
Harmony
Pitch

PE	OAA (School Plan)	Dance (GS4PE)	Gymnastics (GS4PE)	Yoga (GS4PE)	Athletics (GS4PE)	Tennis (GS4PE)
	The children will use maps to familiarise themselves with keys, symbols and the area around school. They will walk around the site to recognise the mpa. The children will work in groups to use a map to find control points around school. They will compete in different challenges to discover the best ways to find all the orienteering points.	Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with	Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their	Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will be given the opportunity to work collaboratively with others and be given the opportunity to create their own flows and lead others.	Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by	Pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games.

Key Skills: working as a team, reading a map

Key Concepts:
- Movement
- Coordination
- Collaboration
- Sequence

Netball (GS4PE)

Pupils will develop defending and attacking play during evensided 5-a-side netball. Pupils will learn to use a range of different passes to keep possession and attack towards a goal. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. Pupils also develop their understanding of the importance of fair play and honesty while self managing games.

Key Skills: Passing, catching, footwork, intercepting, shooting

Key Concepts:
- Movement
- Agility
- Coordination
- Competition
- Collaboration
- Technique

the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.

Key Skills: Performing actions, using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions

Key Concepts:
- Movement
- Balance
- Coordination
- Collaboration
- Sequence
- Evaluation and improvement

Fitness (GS4PE)

Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the data they have collected.

Key Skills: Agility, balance, coordination, speed, stamina, strength, power

Key Concepts:
- Movement
- Balance
- Agility
- Coordination
- Fitness
- Sequence
- Evaluation and improvement

performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

Key Skills: Symmetrical and asymmetrical balances, straight roll, forward roll, backward roll, straddle roll, cartwheel, bridge, shoulder stand, handstand

Key Concepts:
- Movement
- Balance
- Agility
- Coordination
- Collaboration
- Sequence
- Technique

Hockey (GS4PE)

Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.

Key Skills: Dribbling, passing, ball control, tracking, jockeying, turning, goalkeeping

Key Concepts:
- Movement
- Agility
- Coordination
- Competition
- Collaboration
- Technique

Key Skills: Balance, flexibility, strength, coordination

Key Concepts:
- Balance
- Coordination
- Fitness
- Sequence
- Technique

Volleyball (GS4PE)

Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.

Key Skills: Volley, dig, set, serve

Key Concepts:
- Movement
- Agility
- Coordination
- Competition
- Collaboration
- Technique

identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. In this unit pupils learn the following athletic activities: long distance running, sprinting, hurdles, high jump, triple jump, discus and shot put.

Key Skills: Pacing, sprinting, relay changeovers, jumping for distance and height, push and fling throw for distance

Key Concepts:
- Movement
- Agility
- Balance
- Coordination
- Fitness
- Technique
- Evaluation and improvement

Rounders (GS4PE)

Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.

Key Skills: Throwing and catching tracking, fielding and retrieving a ball, batting

Key Concepts:
- Agility

Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve.

Key Skills: Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve, split step

Key Concepts:
- Movement
- Balance
- Coordination
- Competition
- Collaboration
- Technique

Sports Day Practice

Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.

Key Skills: Running, throwing, catching, teamwork

Key Concepts:
- Movement
- Agility
- Coordination
- Competition
- Collaboration
- Fairness
- Technique

					• Coordination • Competition • Fairness • Technique

ART & Design	Drawing	Collage	Printing	3D Form	Painting
	Research: Leonardo Da Vinci (link History) human figures **Developing skills:** • Experiment using a range of drawing materials (pen, chalk, pastels) • Can they draw from memory or using their imaginations? • Can the figures be in different positions? **Applying skills:** To create a sketch of a Viking in proportion **Evaluation:** Compare and share ideas about their work and how they feel about it. Do they want to develop it further? **Concepts:** line, shape,	**Research:** Vikings Viking long ship **Developing skills:** • We will focus on our use of colour and materials to create desired textures • Experiment with different materials • Ways of attaching materials together • Experimenting with colour **Applying skills:** Create a Viking long ship collage using a range of materials. **Evaluation:** Compare and share ideas about their work and how they feel about it. Do they want to develop it further? **Concepts:** Texture, colour	**Research:** Printing using different techniques **Developing skills:** • Experimenting with pattern, repetition, symmetry, colour • Experimenting with different materials to create a printing block **Applying skills:** Create a volcano inspired print **Evaluation:** Compare and share ideas about their work and how they feel about it. Do they want to develop it further? **Concepts:** colour, shape, texture	**Research:** Louise Bourgeois **Developing skills:** • Experimenting with different materials, e.g. papier mache, clay, straws etc. (recycled, natural, manmade) • Ways of attaching materials together • Creating different shapes **Applying skills:** To create a volcano **Evaluation:** Compare and share ideas about their work and how they feel about it. Do they want to develop it further? **Concepts:** shape, colour, texture	**Research:** Space Art – Peter Thorpe **Developing skills:** • Explore warm, cold, complementary and contrasting colours • Explore imaginative work from a range of sources **Applying skills:** Create a piece of abstract art based on space . **Evaluation:** Compare and share ideas about their work and how they feel about it. Do they want to develop it further? **Concepts:** colour, form, line, shape

Design and technology	Computer Control	Food	Mechanisms – levers/cams and followers etc
	To design and make a celebration card with a light-up element which can be controlled via a computer. NC: understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. Investigate, disassembly, evaluate: Look at the range and styles of cards available at the moment. Investigate design elements such as embossing/cutting etc Focus Practical tasks: Investigate programming a crumble controller to light up the LED Sparkle https://www.youtube.com/watch?v=T8U_5Fxqtis&feature=youtu.be Create circuits that employ a number of components (such as LEDs, resistors and transistors). Cut materials with precision. Cut accurately and safely to a marked	To design a salad farm to fork for a child's healthy diet NC: 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. Investigate, disassembly, evaluate: Explore and evaluate a range of existing products in the context of comparing different dips to understand where foods come from. Use the basic principles of a healthy and varied diet in the context of comparing different ingredients in dips and dippers, linClassify and group foodstuff Analyse appearance, smell, taste, texture, how grown, how produced, how eaten. Focus Practical tasks:	To make a moving toy for a child NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] Investigate, disassembly, evaluate: Cams Look at a variety of different toys/ structures which use Cams Use knowledge of inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products to create their own innovative designs. Focus Practical tasks: Investigate the shape of cams and the difference this has on the movement. Make a simple Cam to control movement within an object.

line. Join/combine materials with temporary, fixed or moving joints.c. **Design**: a card for an identified audience for an identified celebration Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas **Make** **Using techniques learn, children to make their electrical celebration card which can be controlled via scratch** Card and insert light up element Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product Create circuits that employ a number of components (such as LEDs, resistors and transistors). Cut materials with precision. Cut accurately and safely to a marked line. Join/combine materials with temporary, fixed or moving joints. **Evaluate** Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests Record their evaluations using drawings with labels Evaluate against their original criteria and suggest ways that their product could be improved **Concepts**: Design Technology Data Evaluate	cutting and slicing different food stuff Tasting different food stuff Investigating a healthy diet - that a healthy diet is made up from a variety of different food and drink, as depicted in The Eatwell Plate. Measure and weigh ingredients appropriately. Follow a recipe. Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, chopping, grating, slicing etc) Combine food from different food groups to create healthy products **Design:** Design a dish for _____ which uses ingredients from a farm. Plan the order of work choosing appropriate materials, tools and techniques **Make** Make the dish using good food hygiene techniques. **Evaluate** Evaluate the product against the original criteria and suggest ways it can be improved. . **Key concepts:** design technology evaluate nutrition		Investigate how to join materials using appropriate methods. Use a hand drill to drill tight and loose fit holes. **Design** **Use what they have learnt to design a volcano which erupts using a cam mechanism,** Communicate their ideas through detailed labelled drawings Develop a design specification Generate ideas through brainstorming and identify a purpose for their product Draw up a specification for their design Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail Use results of investigations, information sources, including ICT when developing design ideas **Make** **Make a moving toy based on Grimm Tales for a child to use** Select appropriate tools, materials, components and technique Assemble components make working models Make modifications as they go along Select appropriate materials, tools and techniques Measure and mark out accurately Use skills in using different tools and equipment safely and accurately Cut and join with accuracy to ensure a good-quality finish to the product **Evaluate** Evaluate the product Evaluate a product against the original design specification Evaluate it personally and seek evaluation from others against the original criteria and suggest ways it can be improved. **Key concepts:** Design Technology Evaluate
RE	**Theme:** Religion and the Individual Key question: What is expected of a person in following a religion or belief? Religion: Christianity Festival: Christmas • learn about devotion and commitment in Christianity. They **consider why**	**Theme:** Beliefs and Questions Key question: How do people's beliefs about God, the world and others have an impact on their lives? Religion: Islam and Hinduism	**Theme:** Religion and the Individual Did God intend Jesus to be crucified and if so was Jesus aware of this? (Discovery RE) Religion: Christianity Festival: Easter	**Theme:** Worship and Sacred Places Key Question: Where, how and why do people worship? Investigating places of worship in Sheffield and Yorkshire. • **pursue an enquiry** into local places of worship and beliefs about worship. The methods of philosophy for children can be used effectively here. The pupils relate the meanings of symbols and actions used in

	Christians celebrate Jesus' birth: what is the meaning of Christian gospels that tell the stories of shepherds and wise men at Jesus' birth, exploring how they are remembered and celebrated in a range of Christmas festivities (A2); • use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to **describe** the significance of being part of the Christian religion (B1); • **discuss and apply** their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of Christian practice and consider the challenges of trying to live a good life (C3).	• **explore and respond thoughtfully** to the spiritual paths of Muslims, Hindus or Buddhists, using a range of sources of wisdom (A2) • **describe the impact** of examples of religious teaching. A Hindu example might be the impact of Hindu teaching about harmlessness (ahimsa) on questions about what we eat and how we treat animals. A Muslim example might be the impact of daily prayer and Zakat (alms giving) on how Muslim individuals and communities live. A Buddhist example might be about the practice of harmlessness (A3) • **express their own ideas** about religious issues and questions, giving reasons for their thoughts (A3) • **discuss and debate** reasons why different people have different ideas about whether God is real and what God is like, recognising the right to freedom of religion and belief for all people (C1)	• use their detailed understanding of religious practice such as remembering Jesus with bread and wine in Christian worship and trying to follow the teaching of Jesus about forgiveness and loving your enemies to **describe** the significance of being part of the Christian religion (B1); • **discuss and apply** their own ideas about ethical questions and human rights issues: what is fair and unfair? Why do people fight and cause pain? How do we know what is good? Can people learn to be more generous? They learn from examples of • Christian practice and consider the challenges of trying to live a good life **Discovery RE Enquiry** Did God intend Jesus to be crucified and if so was Jesus aware of this?	worship to events and teachings from the religions they study (A3); • **consider:** what happens in holy buildings? Linking to History and design technology pupils consider how the architecture, furniture and use of churches, mosques, synagogues, mandirs, viharas / Buddhist centres or gurdwaras expresses the community's way of life, values and beliefs (B1); • **discuss and present thoughtfully** their own and others' views on challenging questions about different kinds of religious belonging in Sheffield and Yorkshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1).
Computing	**0.5 – Key Skills : Becoming an Efficient Computer User** **Entering**: Pupils can open and save a file to a suitable folder, and use suitable file names when saving work. They understand that school computers can be connected and they may use a shared area for saving work. They type using all fingers. Pupils use a search engine to find information using keyword searches. **Developing**: Pupils understand that you can organise files using folders, and can	**5.5 How do I use variables to score in program?** (Link to DT Computer Control Unit) **Entering**: Pupils use repetition to make programs more efficient. They predict the outcome of a block-based program, and can remix and change an existing program. They plan out programs using by writing algorithms. They use forever loops in a program **Developing**: Pupils create a program using a range of events/inputs to control what happens.	**1.5 How do we collaborate online?** **Entering:** Pupils evaluate existing and their own digital content and edit their own content to improve it according to feedback. They edit existing digital content to make a new version with an awareness of copyright. They understand that the Internet is made up of computers from all around the world connected together and that not all information found online is true.* Pupils understand that people can give permission for others to use their pictures.* Pupils understand that	**3.5 How do I find and share data safely and responsibly?** **Entering:** Pupils understand that the Internet is made up of computers from all around the world connected together, and we can use it to share information. They understand that we use a web browser to access information stored on the Internet. They know different ways of reporting unacceptable content and contact online.* They understand when to share personal information and when not to.* Pupils recognise what kind of websites are trustworthy sources of information.* **Developing:** Pupils understand that school computers are connected together in a network. They understand the difference between the Internet	**2.5 How do I create a radio advert or podcast?** **Entering:** Pupils evaluate existing and their own digital content, and edit it to improve it according to feedback. They design and create digital content for a specific purpose. They edit existing digital content to make a new version with an awareness of copyright. Pupils understand that people can give permission for others to use their content e.g. using Creative Commons.* **Developing:** Pupils collect, organise and present information effectively using a range of media.

	delete, move and copy files. They use right-click, left-click and double-click appropriately on a mouse. Pupils use a search engine to find specific information, and know how to copy text and images from a web page or document into another document. **Secure**: Pupils use the keyboard confidently to type at a suitable pace, and can use common keyboard shortcuts, e.g. Ctrl + C (copy); Ctrl + V (paste). They create and use a strong password where appropriate. They organise their files using folders and appropriate file names. Concept: - Machine - Logic Online Safety Links: C3 Passwords **4.5 How do I program a physical system?** (Link to DT Computer Control Unit) Entering: Pupils use repetition to make programs more efficient. They plan out programs by writing algorithms and can evaluate the effectiveness of their algorithm by testing it using an appropriate program. They understand that we can decompose a problem into smaller	They use selection in algorithms and programs, i.e. if… then… They can decompose a problem and create a solution (sub-routine) for each part. Pupils recognise variables in a program. Secure: Pupils predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. via sensor, data or event). They create programs including repeat until loops. They create simple variables, e.g. to keep score or remove lives in a game and understand the difference and use if… then… and if… then… else… statements. Concept: - Algorithm - Program - Data	when we share content online, we might not be able to delete it.* Developing: Pupils collect, organise and present information effectively using a range of media. They design and create digital content for a specific purpose. Pupils collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365. They understand that we use a web browser to access information stored on the Internet. They recognise what kind of websites are trustworthy sources of information and the benefits and risks of different apps and websites.* Secure: Pupils select, combine and use Internet services to fulfil a purpose. They recognise the audience when designing and creating digital content. They understand the difference between the Internet and the World Wide Web and the benefits of using technology to collaborate with others. They are aware of a range of Internet services, e.g. email, VOIP (Voice Over Internet Protocol e.g. Skype, FaceTime), World Wide Web, and what they do. They recognise the audience when designing and creating digital content. Pupils demonstrate responsible use of online services and technologies, and know a range of ways to report concerns.* They critically evaluate websites for reliability of information	and the World Wide Web, and between a search engine and a web browser. They are aware that some people lie about who they are online, and recognise the benefits and risks of different apps and websites.* Pupils demonstrate responsible use of online services and technologies, and know a range of ways to report concerns.* Secure: Pupils understand the difference between physical, mobile and wireless networks. They can explain the difference between the World Wide Web and the Internet. They understand the basics of how search engines work, and that different search engines may give different results. Pupils perform complex searches for information using advanced settings in search engines. They critically evaluate websites for reliability of information and authenticity.* They become increasingly savvy online consumers: know that algorithms are used to track online activities with a view to targeting advertising and information.* Concept: - Algorithm - Program - Data Online Safety Link S1: Control and Consent C2: Personal Information, Terms and Conditions N3: Verifying Information online		They use more complex tools to edit and enhance media for a particular effect. Secure: Pupils identify and use appropriate hardware and software to fulfil a specific task. They remix and edit a range of existing and their own media to create content. They recognise the audience when designing and creating digital content. Pupils know where to find copyright free images and audio, and why this is important.* Concept: - Abstraction - Program - Data Online Safety Links: C4: Copyright

	steps to make it simpler. Pupils predict the outcome of a program.		and authenticity.*			
	Developing: Pupils use forever loops and selection (if...then...) in a program. They decompose a problem and create a solution (sub-routine) for each step. They use procedures in programs to create a sub-routine. Pupils create a program using a range of events/inputs to control what happens.		**Concept**: • Abstraction • Machines • Data **Online Safety Link:** N2: Fake News P1: Protecting your identity P2 Protecting images of us online			
	Secure: Pupils predict what will happen in a program or algorithm (e.g. change of output) when the input changes (e.g. sensor, data or event). They create programs including repeat until loops and recognise variables in a program. **Concept**: • Algorithm • Data • Program					
PSHE (inc Drugs, e-safety, SRE, Financial capability)	**Health and Wellbeing** What makes up a personal identity? Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	**Health and Wellbeing** How can we help in an accident or emergency? Basic first aid, accidents, dealing with Emergencies PoS refs: H43, H44	**Relationships** How can friends communicate safely? Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	**Health and Wellbeing** How can drugs common to everyday life affect health? Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	**Living in the Wider World** What decisions can people make with money? Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24 **Financial Capability** To understand what is meant by loan, credit and debt as well as ways of	**Living in the Wider World** What jobs would we like? Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32

	PoS refs: H25, H26, H27, R32, L9 **Financial Capability** *Explain what is meant by personal finance and how the right qualifications can provide opportunities to do a more fulfilling and/or better-paid job*				keeping money and identity safe	

| **Online Safety** | Online Safety lessons from Scheme of Work

C3 Passwords

L4 Digital 5 A day | Online Safety lessons from Scheme of Work

L2: Self Esteem | Online Safety lessons from Scheme of Work

N2: Fake News

P1: Protecting your identity
P2 Protecting images of us online | Online Safety lessons from Scheme of Work

S1: Control and Consent

C2: Personal Information, Terms and Conditions

N3: Verifying Information online | Online Safety lessons from Scheme of Work

L5 Online Stereotypes

P4: Meeting Online Strangers | Online Safety lessons from Scheme of Work

C4: Copyright |
| | Online Safety links to PSHE

Health and Wellbeing – healthy lifestyle (screen time)
Passwords – Financial capability | Online Safety links to PSHE

Sharing information and staying safe.
Rules and Laws online
Relationships – close relationships and distant relationships/friendships | Online Safety links to PSHE

Relationships – close relationships and distant relationships/friendships

Conflict/resolving arguments via communication

Sharing information. | Online Safety links to PSHE

Positive and negative opinions. Truth and lying.
Sharing information/sharing pictures.

Moral values | Online Safety links to PSHE

Positive and negative images online. Communication and language use online. Personal opinions and self-worth. | Online Safety links to PSHE

Sharing information

Stealing/Moral values |

| **MFL – French** | Autumn term
Stage 2 lessons 13-24

https://www.cavelanguages.co.uk/ | | | Spring term
Stage 2 lessons 25-39

https://www.cavelanguages.co.uk/ | | Summer term
Stage 2 lessons 40-51

https://www.cavelanguages.co.uk/ |

	Vocabulary	Grammar	Structures/ Features	Vocabulary	Grammar	Structures/ Features	Vocabulary	Grammar	Structures/ Features
	Tu/Vous Qu'est-ce que c'est? C'est un Masculine animal nouns Feminine animal nouns	Gender of nouns Position of colour adjectives 3rd person singulr – être	Formal and informal – you Question form using rising intonation Question word Sentence with noun and colour adjective	Ce sont des Petit/Grand Je suis/Je ne suis pas Tu es Assez/très Il y a /Qu'est-ce qu'il y a? Dans le sac/ le jardin/ placard/la boîte Le,la,l',les Mon, ma, mes	1st/2nd/3rd person Plural nouns Position of adjectives of size Possessive adjective Definite article	Sentence with an adverb of place, size adjective, noun and colour adjective Question word sentences	Er Movement verbs Le,la,l',les Pets Family members J'ai/Je n'ai pas de/Tu as Je veux S'appeler Aimer Qui Mais	Imperative – er verbs – vous 1st, 2nd, 3rd person and plural – er verbs Definite article 1st, 2nd person singular – avoir Negative – ne..pas + de Pronouns – 1st and 2nd person singular,3rd person singular and plural	Sentence with adjectives and nouns and a subordinate clause Question with rising intonation

	Stories/rhymes/songs	Dictionary/culture		Stories/rhymes/songs	Dictionary/culture		Stories/rhymes/songs	Dictionary/culture
	Stories Va t'en grand monstre vert	Bi-lingual dictionary – gender of nouns Traditional song		**Rhymes/Songs** Des amies sages Alouette Petit ballon Il court le furet	Bi-lingual dictionary – nouns in singular and plural Traditional songs and game		**Stories** Bon appétit Monsieur Lapin Qui conduit? Pourquoi?	Bi-lingual dictionary – meanings, gender and nouns in plural

	Rhymes/Songs		*Trois petits chats Valentine's poem*			
	Savez-vous planter les choux? *Mon Ane* *Une souris verte Léon le caméléon*					

Y5 Skills to be taught each term:

- Listen and show understanding of more complex familiar phrases and sentences
- Follow the text of familiar rhymes and songs identifying the meaning of the words
- Ask and answer more complex familiar questions with a scaffold of responses, maybe asking for clarification and help
- Use familiar vocabulary to say more complex sentences such as presenting ideas using a language scaffold
- Follow the simple text of a familiar song or story and sing or read aloud
- Read aloud more complex sentences using knowledge of letter string sound and observing silent letter rules
- Read and show understanding of a complex sentence using familiar language
- Use a bi-lingual dictionary to find the meaning of nouns in the plural, adjectives in agreement and conjugated verbs
- Write and say a more complex sentence to describe people, places, things and actions using a language scaffold
- Write familiar complex sentences from memory with understandable accuracy
- Apply the rules of the agreement of adjectives in the singular and plural with some accuracy
- Produce positive and negative sentences with high frequency verbs and pronouns

Concepts

- communication
- production
- fluency
- spontaneity
- pronunciation
- intonation