Ecclesfield Primary School Long Term Plan 2025 Year Group: Y5

LEARNING MINDSETS: RESPECT, RESPONSIBILITY, RESILIENCE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	**Place Value and Number Sense** 5,6,7,8-digit numbers - Reading and writing - Counting in multiples of 10/100/1000 from various starting points - Identifying value of digits - Placing on number line - Partitioning - Manipulating value of digits within numbers - Ordering - Rounding to various degrees - Decimals to 2dp Roman numerals **Decimals** Decimal sequences **Addition and Subtraction** Add whole numbers with more than four digits and decimals Subtract whole numbers with more than four digits and decimals Round to check answers Inverse operations (addition and subtraction)	**Multiplication and Division** Multiplying and dividing by 10, 100, 1000 (Link to place value) Multiplying and dividing by multiples of 10, 100, 1000 using known facts **Fractions** Recap properties of 2D shape (see MTP) Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than one Order fractions less than one Compare and order fractions greater than one Add and subtract fractions with the same denominator Add fractions within one	**Multiplication and Division** Mental strategies Written methods Inverse operations **Fractions** Multiply fractions Find fractions of amounts Use fractions as operators **Decimals and Percentages** Decimals as fractions Thousandths Rounding decimals	**Decimals and Percentages** Compare and order decimals Understand percentages Equivalent FDP **Shape** RECAP 2D and 3D shape properties Measuring and drawing angles Triangles Quadrilaterals Regular/irregular **Area and Perimeter** Measure and calculate perimeter Calculate area of rectangles, compound shapes, irregular shapes	**Statistics** Reading charts Reading line graphs Understand two-way tables and timetables **Position and Direction** Coordinates Translation Reflection	**Negative Numbers** Number lines Calculating with negative numbers **Converting Units** Km, m, cm, mm Kg, g Units of time Imperial units **Volume** Calculate volume Estimate volume and capacity

	Multi-step addition and subtraction problems Compare calculations Find missing numbers **Multiplication and Division** Multiples Common multiples Factors Common Factors	Add fractions with a total greater than one Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number – breaking the whole				
	← Number Sense and Fluency Range of problem solving and reasoning activities →					
English						
	The Firework-Maker's Daughter - Phillip Pullman READING SKILLS: Prediction Retrieval Language and Meaning Clarification Inference Summarising **Fluency is focussed on throughout.** WRITING: 1. Main Written Setting Description 2. Oral activities to support written outcome Explanation- How does a volcano erupt? Link to Geography lesson where we recreate a volcanic eruption. 3. Practise and Apply Persuasive Advert - Living Near a Volcano *Oral activities to support composition* * debating * hot seating * conscience alley	Odd and the Frost Giants - Neil Gaiman READING SKILLS: Predictions Making comparisons Fluency Words in context Sequencing Linking of events Making comparisons Inference **Fluency is focussed on throughout.** WRITING 1. Oral activities to support written outcome Instructions - How to carry out a Viking Raid *Skill- cohesion built with adverbials of time and the use of modal verbs* 2. Practise and Apply Non-Chronological Report - Vikings ***Oral activities to support** composition* * discussion * hot seating/interview	Spymaster - First Blood Leon Garfield- tales of Shakespeare Macbeth READING SKILLS Fluency Words in context Retrieval Inference Prediction Making comparisons **Fluency is focussed on throughout.** WRITING 1. Content focus Persuasive Argument - Which of Henry VIII's wives had it 'the worst'? *Oral activities to support composition* * debate * discussion * hot seating/interview 2. Practise and Apply/Oral Poetry- learn by heart, write poems and then	Spymaster - First Blood Leon Garfield- tales of Shakespeare Macbeth READING SKILLS Fluency Events links to meaning Clarification Summarising **Fluency is focussed on throughout.** WRITING 1. Main Written additional chapter Mystery narrative (Spymaster) 2. Content focus Playscripts ***Oral activities** to support composition* * acting * hot seating * conscience alley WORD LEVEL * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify]	Grimm Tales - Philip Pullman Charles Dickens: stories (History link) READING SKILLS • Words in context • Retrieval • Clarification • Inference • Summarising • Decoding and fluency **Fluency is focussed on throughout.** WRITING 1. Practise and Apply Newspaper report - Grimm Tales 2. Main Written Deconstructing modern fairy tales - Three Little Pigs with a devised final chapter WORD LEVEL	Grimm Tales - Philip Pullman Charles Dickens: stories (History link) READING SKILLS • Retrieval • Words in contexts • Prediction • How language affects meaning • Sequencing • Summarising • Making comparisons **Fluency is focussed on throughout.** WRITING 3. Content focus Playscripts - Charles Dickens ***Oral activities to support** composition* * acting * hot seating * conscience alley 4. Practise and Apply

	WORD LEVEL: * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-] **SENTENCE LEVEL:** * Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Fronted adverbials [for example, *later that day, I heard the bad news.*] * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek **TEXT LEVEL:** * Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] PUNCTUATION * Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials **SPELLING**	**3. Main Written Narrative- Christmas fantasy story (The Bear and the Hare stimulus)** **WORD LEVEL:** * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-] **SENTENCE LEVEL:** * Fronted adverbials [for example, *later that day, I heard the bad news.*] * Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek **TEXT LEVEL** * Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] **PUNCTUATION** * Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials **SPELLING:**	**write your own version of a poem - Macbeth** *Oral activities to support composition* * oral retelling poetry **WORD LEVEL:** * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-] **SENTENCE LEVEL:** * Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun * Indicating degrees of possibility using adverbs [for example, perhaps, surely] or (modal verbs [for example, might, should, will, must]) * Fronted adverbials [for example, *later that day, I heard the bad news.*] * Emotive language including rhetorical questions * Subordinate clauses [because, although, if] **TEXT LEVEL** * Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] * Linking ideas across paragraphs using adverbials of time [for	* Verb prefixes [for example, dis-, de-, mis-, over- and re-] * Noun choices- archaic language eg hound instead of dog **SENTENCE LEVEL** * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek ..... * Show language/Tell language * Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Fronted adverbials [for example, later that day, I heard the bad news.] **TEXT LEVEL** * Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] * Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis **PUNCTUATION** * Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted	* Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-] **SENTENCE LEVEL:** Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek ..... * Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Fronted adverbials [for example, *later that day, I heard the bad news.*] *Show/Tell Language Text level grammar * Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] * Linking ideas across paragraphs using adverbials of place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] * Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of	**Non-Chronological Report of Life as a Victorian Child** ***Oral activities to support*** *composition* * discussion * hot seating/interview **WORD LEVEL** * Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] * Verb prefixes [for example, dis-, de-, mis-, over- and re-] **SENTENCE LEVEL** * Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun E.g. The prince, who lived in the ruined castle, decided to seek ..... * Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] * Show language/Tell language * Descriptive language devices including noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases * Fronted adverbials [for example, *later that day, I heard the bad news.*] * Subordinate clauses [because, although, if] **TEXT LEVEL:** * Linking ideas across paragraphs using adverbials of place [for example, nearby]

Summer 1	Su
reg	po
ord	ca
spec	pe
image	Su -e
pare	Ac m lib m
popul	

Summer 2
pose
cas
pecu
Suffixes: -ar, -er
Additional morphemes: libr, land, oft, mater, fruit

example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand, in contrast*, or *as a consequence*], and ellipsis

PUNCTUATION
* Brackets, dashes or commas to indicate parenthesis
* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials

* Question marks to mark rhetorical questions

SPELLING

Year 5 / Primary 6

	Autumn 1	A
Week 1	Introduction: fruit, struct	Pr sy
Week 2	Prefix: inter-	cr
Week 3	family	Su
Week 4	divide	te
Week 5	ough letter string	ce
Week 6	c and sc as /s/	sp

adverbials
* Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]

SPELLING

Autumn 2	Sp
Prefixes: sym-, sys-	fin
cret	Pr
Suffix: -ous	co
temper	po (m ca
cess	po (m ha
sper	spe

adverbials such as *on the other hand, in contrast*, or *as a consequence*], and ellipsis

TEXT LEVEL:
* Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]
* Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]
* Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as *on the other hand, in contrast*, or *as a consequence*], and ellipsis

PUNCTUATION
Brackets, dashes or commas to indicate parenthesis
* Use of commas to clarify meaning or avoid ambiguity and to punctuate noun phrases and fronted adverbials

* Question marks to mark rhetorical questions

SPELLING

and number [for example, secondly] or tense choices [for example, he had seen her before]
* Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]

PUNCTUATION
* Brackets, dashes or commas to indicate parenthesis

SPELLING

Spring 2	S
Hyphens	Pr
que letter string	co
velop	ge
ident	Pr co co
Prefixes: con-, cor-	co

					2 Spring 1 S fin H Prefix: pro- q s cogn v port (meaning carry) i port (meaning harbour) P c spect	

Science

Working Scientifically

During Years 5 and 6, pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and la- bels, classification keys, tables, scatter graphs, bar and line graphs,
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

identifying scientific evidence that has been used to support or refute ideas or arguments.

Animals including humans	Properties/changes of materials	Forces	Earth and Space	Living things and their habitats	Living Things (Y6 unit)
Focus Scientists: • Sigmund Freud (Created psychoanalysis) • Olive Guthrie Smith (physiotherapist) 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.	Focus Scientists: • Becky Schroeder (Inventor of the glow sheet) • Dr Nira Chamberlain (polymath/mathematician who studies applied mathematics in science)	Focus Scientists: • Isaac Newton (Discovered gravity) • Rafsan Chowdhury (Mechanical Engineer)	Famous Scientist: Galileo Focus Scientists: • Mai Jemison (Astronaut) • Dr Helen Mason (Solar scientist) • Katherine Johnson (mathematician and space scientist)	Focus Scientists: • Malaika Vaz (National Geographic explorer) • Maria Sibylla Merian (naturalist)	Famous Scientist: Carl Linnaeus Focus Scientists: • Carl Linneus (Naturalist and botanist) • Nazifa Tabassum (Microbiologist and

	Children will learn about the life cycle of a 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. **Disciplinary (Working Scientifically) Concepts:** • Observing and measuring • Recording data • Interpreting and communicating results **Scientific Enquiry Types:** • Observing over time • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Growth Survey (Do) **Science Trails:** What can observing people in our local area tell us about the human life cycle?	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 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. **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data	We will learn about balanced and unbalanced forces, gravity, friction and the use of mechanisms such as levers, gears and 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. **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Rocket Mice	We will be exploring the movement of the Earth and other planets in our solar system relative to the sun 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. **Disciplinary (Working Scientifically) Concepts:** • Asking question • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Craters (Do) • Solar System research (Review) •	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 plants, including different methods of pollination and asexual reproduction. **Disciplinary (Working Scientifically) Concepts:** • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Life Cycles (Review) **Science Trails:** What are the similarities and differences between different types of flowering plants?	**Science Communicator)** We will describe how living things are classified into broad groups according to similar observable characteristics, including micro-organisms, plants and animals. We will compare animals in these groups, identifying similarities and differences. We will classify plants and animals based on characteristics and give reasons for our choices. **Disciplinary (Working Scientifically) Concepts:** • Asking question • Making predictions • Setting up tests • Observing and measuring • Recording data • Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources **TAPS Assessment Activity**

		• Interpreting and communicating results • Evaluating **Scientific Enquiry Types:** • Identifying, Classifying and grouping • Observing over time • Comparative and fair testing • Research using secondary sources • Pattern seeking **TAPS Assessment Activity (ies):** • Nappies (Plan) • Insulation Layers (Do) Dissolving (Plan)	(Review) • Aquadynamics (Review) **Science Trails:** How can we see forces in action in everyday life?			**(ies):** • Invertebrate research (Review) • Outdoor keys (Do) **Science Trails:** How can we find out about the animals that live in our school grounds? •
Histor y	**Anglo-Saxons 450 AD and Vikings 793AD** 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 **Key Concepts-Disciplinary**		**Tudor Britain** In our learning, we will investigate how Tudor monarchs impacted upon economic, political, social, cultural, development of Britain. (social, economic, political, environmental history) We will construct informed responses that involve thoughtful selection and organisation of relevant historical information from a range of primary and secondary sources. We will be learning about the events that led to the reformation of the Catholic religion and the difference between life in the countryside and in the city. We will learn about the decisions that Elizabeth I had to make to enable a successful reign and determine the role of a good monarch during these times. We will also compare the lives of Elizabethans within different social classes to determine the quality of life during this period of time. (social, environmental, political, economic history) **(NC: a study of an aspect/theme in British History that extends pupils' chronological knowledge past 1066)**		**Victorians including the Industrial Revolution** We shall be investigating what life was truly like in the Victorian times as we consider why people moved from the countryside to the cities, the social conditions of cities including working in factories (social, economic, political, environmental history) and also life as a Victorian Child. Within our unit, we shall refer to primary and secondary sources to guide us in answering important questions such as 'What the Dickens was life like in a Victorian town?' We shall conclude our unit by asking if the Victorian era was a 'golden age' or 'dark age' as we refer to both primary and secondary sources from over the last 100 years. **(NC: a study of an aspect/theme in British History that extends pupils' chronological knowledge past 1066).** **Local study: Steel in Sheffield** In History, we will be doing a local study on the steel industry and its impact on Sheffield. (social history). We will start by	

	Chronology **Sequence** Recap on when the Romans left and when AS started to come to Britain Sequence key events affecting both societies **Similarities and Differences (same historical period)** Saxons and Vikings - farmers/warriors/women/children/slaves/laws/justice Old stone age **Historical Enquiry-Evidence and Sources** **Archaeological sites** **Contemporary accounts** **Reconstructions of longships/knarrs** Which was better stone bronze iron? **Change and Continuity-across periods** Investigate changes over time- homes, farming, tools, materials **Interpretation of History** Interpretation-interpreting and analysing a range of sources - images of AS how they are represented including myths and legends Film clips **Historical Terms** Use a wide vocabulary of historical terminology **Significance** Key people and events affecting both societies: King Arthur/Athelstan/Offa/Cnut	**Concepts:** Chronology, Significance, Sequence, Cause and consequence, Change and continuity **Strands:** Famous people, economic, social history, political, environmental	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,
	Key Skills: Develop a chronologically secure knowledge and understanding of British, local and world history Establish clear narratives within and across the periods they study Note connections, contrasts and trends over time Develop the appropriate use of historical terms Address and devise historically valid questions about change, cause, similarity and different and significance		

	Construct informed response involving thoughtful selection and organisation of relevant historical information Understand that our knowledge of the past is constructed from a range of sources		
Geography	Mountains Cliffhanger Fieldwork 4 figure Grid References Lines of latitude/longitude Map of mountains UK/Europe/America OS maps contours Contour maps What are the scales of the Mountain Ranges in Uk/Europe/World Biggest/smallest? Where are mountain ranges located in the Yorkshire Region/Uk/British Isles/Europe/USA? In which regions/countries continents are the mountain ranges found? What is a mountain/hill/hillock? What are the physical features of a mountain? Mountain formation What are the features of mountains? What are the Zones of a mountain? How is a mountain formed? What is the cultural significance of mountains? What is it like to live and work on/near a mountain? What is the impact of tourism in the Himalayas/Rockies? What causes a landslide/avalanche? What impact does this have on a mountain? Human Impact Physical impact Disasters Earthquakes and Volcanoes Lines of Latitude and longitude Thematic maps-volcanoes/fault lines Data on volcanic eruptions/Earthquakes identify patterns What is the scale of the most famous volcanoes? What is the scale of damage from an earthquake/volcanoes? Where is the ring of fire? What causes an Earthquake? What causes a volcano to erupt? How does living in an E/V zone impact life? What happens to the infrastructure of a place destroyed by a E/V? Why do people choose to live in V/E zones? How can buildings be adapted to withstand an Earthquake? How have people adapted to living in E zones? How is the land altered following an Earthquake/volcano? What is the Impact of a Tsunamis on land-trees/plants/animals? Settlements Migration and Refugees		World Trade Fieldwork Fortnight World Map Trade route map Commodity/resource map of the world What are the world's biggest supply Chains and transport Routes? Which countries import/export the largest amount of food? Where are the world's biggest importers and exporters? Are there patterns to export/import data? What is the I-Phone Journey? How does trade affect changes in culture of a country/area/group/community? Investigate natural and manufactured resources from different parts of the world and the impact on livelihoods. Factors affecting production of materials and goods • Location Climate Geology History How do large supply chains work effectively in a sustainable way? International Traffic Jams How can air pollution be made more sustainable? What impact do the most popular trade routes have on the environment? What factors affect choices for trade routes? And how do these affect the environment? • Cost • Distance to travel • Speed Historical Trade Routes

	The Other Side Beverley Naidoo My name is not refugee Katie Milner Lines of Latitude and Longitude Settlement maps Migration routes 6 figure grid references-origins/destination countries What is the scale of migration across the world? Which areas of the world have increased rates of migration? Reasons for increased rates of migration? How long did the journey take? What are settlements? Why do people migrate? What do settlements need to be successful? How long did the journey take? How were the journeys made? Are refugees different to migrants? Migration stories Refugee Stories What are the cultural changes for migrants/existing communities? How did the Windrush Generation support UK post WW2? How can communities be made more sustainable to support refugees? How do communities change when there is an influx of migrants? How is the landscape changed when communities migrate?					
Music	**Ukulele - Fly With The Stars** *Fly with the stars* is the second song in a 4-part series of songs for the purposes of learning ukulele with primary-aged pupils. If this is your first time working with the instrument, you might prefer to begin with Play Ukulele 1: *Latin dance*. *Fly with the stars* is based on a verse/chorus structure using A minor and C major chords in an electronic dance style, and begins with just two notes - the notes C and A - allowing pupils to get playing quickly. During the unit, which could last between half and a whole term, pupils will develop their playing skills, begin to recognise aurally, and in notated form, the notes C, D, E (do, re, mi) and use them to compose with.	**Music Technology - Hip Hop** In this unit, your students will learn to arrange and mix their own Hip Hop compositions using YuStudio, Charanga's online music studio. Create with YuStudio's Hip Hop Project is one of a series of projects introducing pupils to the creative possibilities of our DAW. They will be taught and mentored by leading artists and practitioners. By the end of the series, students will have learnt invaluable skills in music production that will enrich their musical journeys and inspire their creativity, inside and outside the classroom.	**What Shall We Do With The Drunken Sailor?** *What shall we do with the drunken sailor?* is a type of song called a sea shanty. Sailors would likely have sung this song while hauling up the sail or the anchor on seafaring vessels. As well as providing an opportunity to find out more about the context, history, and purpose of sea shanties as work songs, the activities in this unit provide inspiration for pupils to create rhythm games (possibly for younger pupils to learn) and a class arrangement using their voices and instruments. This unit also contains the first of three progression	**Why We Sing** This listening unit is based around the Gospel song *Why we sing* by Kirk Franklin. The song originally comes from the album *Kirk Franklin and the Family* from 1993, however this activity is based around a live video recording from inside a church, with a congregation. The video is a good starting point for	**Introduction to Songwriting** Songwriting can sometimes appear daunting. This unit of work aims to give some straightforward starting points and simple ideas to help children feel confident about creating their own songs. **Musical focus:** Structure (verse/chorus),	**Glockenspiel** During this unit children will be introduced to tuned percussion playing and stick/beater technique. Chil dren will learn to understand how musical notation works, recognising notes on a staff and understanding note lengths (semibreves, minims, crotchets and quavers).

			snapshots that will be returned to and developed in Terms 2 and 3 to collect evidence of pupils' progress. **Musical focus**: Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. **Pieces:** *What shall we do with the drunken sailor?* Most children will be able to: Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Keep the beat playing a 'cup' game. Sing a sea shanty expressively, with accurate pitch and a strong beat. Sing in unison while playing an instrumental beat (untuned). Play bass notes, chords, or rhythms to accompany singing. Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	talking about the places where we make music, and the differences between performing for an audience and singing as a part of worship or celebration. Activity in the unit will explore other examples of Gospel music and gives opportunities for developing singing in a Gospel style. **Musical focus:** Gospel music, instruments, structure, texture, vocal decoration. **Piece:** *Why we sing* by Kirk Franklin. children will be able to: Recognise individual instruments and voices by ear. Listen to a selection of Gospel music and spirituals and identify key elements that give the	hook, lyric writing, melody. children will be able to: Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can be developed into fully-fledged songs. Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process.	Each lesson will introduce the children to a different genre of music and give them the opportunity listen and appraise each one, identifying the key features. Each lesson will give the children the opportunity to play along, improvise and compose using the glockenspiel to each genre of music. Children will be able to: Hold beaters and instruments confidently, achieving a good tone from the instruments. Recognise, play and write Middle C, D, E, F, G, A, B, C using musical notation.

					music its unique sound. Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.) Develop and practise techniques for singing and performing in a Gospel style.		
	Harvest Festival singing performance	Christmas repertoire performance video to be shared with parents.	Spring showcase for children in school.	Spring performance video to be shared with parents including opportunities for small groups and possible solo performances.	Reflect Rewind and Replay – children to select their favourite songs from the year and perform for children at Coit.		End of year performance for parents including opportunities for small groups and possible solo performances.

PE	Cricket (GS4PE)	Dance (GS4PE)	Basketball (GS4PE)	Athletics (GS4PE)	OAA (School Plan)	Tennis (GS4PE)
	Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. **Key Skills**: Underarm and overarm throwing, catching, over and underarm bowling, batting, long and short barrier **Key Concepts:** • Agility • Coordination • Competition • Fairness • Technique	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 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	Pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. **Key Skills**: Throwing, catching, dribbling, intercepting, shooting **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration • Fairness • Technique	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 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: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. **Key Skills:** Pacing, sprinting, relay changeovers, jumping for distance and height, push and pull throw for distance Key Concepts: • Movement • Agility • Balance • Coordination • Fitness • Technique • Evaluation and improvement	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. **Key Skills:** working as a team, reading a map **Key Concepts:** • Movement • Coordination • Collaboration Sequence	Pupils develop their competencies in racket skills when playing Tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils are given opportunities to work cooperatively with others and show honesty and fair play when abiding by the rules. Pupils develop their tactical awareness, learning how to outwit an opponent. **Key Skills:** Forehand groundstroke, backhand groundstroke, forehand volley, backhand volley, underarm serve **Key Concepts:** • Movement • Balance • Coordination • Competition • Collaboration • Technique

	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	**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	**Gymnastics (GS4PE)** 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 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	**Tag Rugby (GS4PE)** Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play collaboratively in both uneven and then even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. **Key Skills:** Throwing, catching, running, dodging, tagging, scoring **Key Concepts:** • Movement • Balance • Agility • Coordination • Competition • Collaboration		**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

ART & Design	Collage/ mixed media	Drawing	Painting
	 Research: **Robert Rauschenberg** What do the colours suggest? Emotions? Feelings? How was the artist feeling when he painted the piece? Why? What impact does the composition have? Developing skills: Layering a range of media – paint, magazines, pastels, chalk etc. What different effects can they create? Different compositions / colour choices? Experimentation with collage: https://classroom.thenational.academy/lessons/introduction-to-collage-and-experimentation-with-paper-cgvpcd?activity=video&step=1 Applying skills: Collage depicting a volcanic eruption in the style of Rauschenberg. Group piece. Evaluation: Each group to prepare their 'artist's intent' to go alongside their artwork. Other groups to assess whether they have achieved their intent and how they could have done it more effectively or differently. Formal Elements: Line Colour Tone shape space form texture	 **Research**: Figurative artists and in depth research into Leonardo Da Vinci How has the human figure been a subject for many artists? How has the body been depicted in different ways? How has it been portrayed in sculpture, paint etc. Links to Y2 topic (Angel of the North; Henry Moore etc). Developing skills: Experiment creating different figures 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? Explore relationships between line, shape, tone and texture NSEAD lesson: https://www.nsead.org/resources/units-of-work/uow-drawing-figures/ Applying skills: Drawing a Tudor portrait of Henry VIII's wives in proportion Evaluation: Class 'Art Gallery' What do you like about your work? How does your work compare to the work of others? Formal Elements: Line Shape Form tone	 **Research**: **Edvard Munch** Focus on the feelings and emotions portrayed within the piece. How significant is the name? What does it suggest? Developing skills: Colour mixing Warm and cold colours Contrasting colours Testing different paints (water colour, acrylic, powder) Work from a variety of sources Colour mixing: https://classroom.thenational.academy/lessons/mixing-colours-workshop-68r62c?activity=video&step=1 Applying skills: Creating an image depicting the 'Industrial Revolution' using 'The Scream' as inspiration. How can children portray feelings and emotion within a painting? Evaluation: Self assessment Compare own piece with Edvard Munch What have we kept similar? Different? How emoticon is the piece? Why? Formal Elements: Line Colour Tone shape space

			form texture
Design and technology	**Computer Control** **To design and make a Christmas celebration decoration 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.** **Skill retrieval from previous years**: Simple, parallel and series circuit, levers and sliders, strengthening and stiffening **Investigate, disassembly, evaluate:** • Look at the range and styles of cards available which light up and are moveable • 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). **Design**: • 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	**Structure** **Design and make a bird hide for our school garden** **NC: apply their understanding of how to strengthen, stiffen and reinforce more complex structures** **Skill retrieval from previous years:** Free standing structures, shell structures, Levers and sliders **Investigate, disassembly, evaluate:** • Investigate and research purpose of bird boxes • Children research key events and individuals related to their study of frame structures e.g. Stephen Sauvestre – a designer of the Eiffel Tower; Thomas Farnolls Pritchard – designer of the Iron Bridge. They also learn about locally important design and technology activity related to their project. • Children investigate and make annotated drawings of a range of portable and permanent frame structures, **Focus Practical tasks:** • Use a construction kit consisting of plastic strips and paper fasteners to build 2-D and 3D frameworks. Compare the strength of square frameworks with triangular frameworks. • Demonstrate how paper tubes can be made from rolling sheets of newspaper diagonally around pieces of e.g. dowel. Ask children to use these tubes and masking tape or paper straws with pipe cleaners to build 3-D frameworks such as cubes, cuboids and pyramids. *How could each of the frameworks be reinforced and strengthened?* • Develop skills and techniques using junior hacksaws, G-clamps, bench hooks, square section wood, card triangles and hand drills to construct wooden frames, as appropriate. • Demonstrate skills and techniques for accurately joining framework materials together e.g. Creating frame structures using paper straws, square sectioned wood.	**Mechanisms** – levers/cams and followers, gears **To design and make a moving toy for a child.** **NC: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]** **Skill retrieval from previous years:** Wheels and axles, pulleys, pneumatics, shell structures, frame structures **Investigate, disassembly, evaluate:** • Look at a variety of different toys/ structures which use Cams, gears, wheels and other mechanisms • Research investors and designers Linked to toy making **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. • Investigate how gears support movements • Compare different mechanisms and their functionality • 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 moving toy** • Communicate their ideas through detailed labelled drawings • 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,

	Make • Using techniques learn, children to make their electrical celebration card which can be controlled via scratch • Select appropriate materials, tools and techniques Use skills in using different tools and • 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). **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	Test the strength and functionality of different frame structures Compare frame structures with free standing structures and shell structures **Design:** • Children should be encouraged to generate innovative ideas, drawing on their research. Ask children to develop a simple design specification to guide their thinking. • Children should produce a detailed, step-by-step plan, listing tools and materials. • Children's sketches should be annotated with notes to help develop and communicate their ideas. **Make** Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frames. • Use finishing and decorative techniques suitable for the product they are designing and making **Evaluate** • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.	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 for a child • Make appropriate design decisions throughout the making • Utilise different mechanisms to ensure the product is fit for purpose • Select appropriate tools, materials, components and technique • Assemble components make working models • Make modifications as they go along • Use skills in using different tools and equipment safely and accurately **Evaluate** • 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.

RE Ecclesfield follows the SACRE Sheffield Agreed Syllabus Programme of Study	U2.1 What does it mean if Christians believe God is holy and loving? Christians	U2.8 What does it mean to be Muslim in Britain today? Muslims Visit to Mosque	U2.3 Why do Christians believe Jesus was the Messiah? Christians	U2.9 Why is the Torah so important to Jewish people? Jews	U2.4 Christians and how to live: 'What would Jesus do?' Christians	U2.10 What matters most to Humanist and Christians? Religion: Thematic unit-C, I, J, NR
Computing	**0.5 Key skills** **Becoming an efficient computer user**	**4.5 Selection and variables in scratch**	**1.5 How do I collaborate online?**	**3.5 How do I find and share data safely and responsibly?**	**5.5 Simulating physical systems**	**2.5 How do I communicate information using audio effectively?**
	0.5 – Key Skills Becoming an Efficient Computer User These are the key skills that will help pupils to use technology appropriately and effectively. This will enable pupils to use computers more independently in order to enhance learning in the wider primary curriculum, which will ultimately save time and effort for both pupil and teacher. **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 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	**4.5 How do I program a physical system?** (Link to DT Computer Control Unit) Recognise that we use selection to change what happens in a program, depending on whether a condition is met; design and create programs using selection and infinite loops; recognise and use simple variables to keep score. CONCEPTS: Input, repetition, selection, variable **DECLARATIVE KNOWLEDGE:** We use selection to change what happens in a program depending on if a condition is met; we need to use an infinite loop to keep checking if a condition is met throughout a program. Variables are bits of data stored in program that can change according to what happens. **PROCEDURAL KNOWLEDGE:** Create a	**1.5 How do we collaborate online?** Understand that the World Wide Web is the collection of information on the network of computers around the world called the Internet. I can use Internet services to share information with others. CONCEPTS: Why we use computers; creating content; editing content; multimedia – text, image, audio, video; copyright; Internet; World Wide Web; personal information; digital footprint. KNOWLEDGE: Different ways to collaborate online; range of web browsers; what a URL is; history of the WWW; safe use of online technologies; who owns digital content; key features of a blog/wiki/webpage. SKILLS: Keyboard and mouse skills; evaluate reliability of a webpage; use key tools in given software; evaluate and improve a piece of work according to criteria. **Entering:** Pupils evaluate existing and their own digital content and	**Review:** **Design a questionnaire and collect data (Y4)** **Choose appropriate formats to present and convey information (y4)** **3.5 How do I find and share data safely and responsibly?** CONCEPTS: Computer; software/hardware; personal information; information/data; Internet; World Wide Web; search engine; database; terms & conditions; digital footprint KNOWLEDGE: Why we use computers; awareness of what data we share online; difference between the Internet & World Wide Web; how search engines work; not all information on the Internet is reliable SKILLS: Mouse & keyboard skills; use technology safely and responsibly; search for information effectively online **Entering**: Pupils understand that	**5.5 How do I use variables to score in program?** (Link to DT Computer Control Unit) Recognise examples of physical systems controlled by computers; name a range of inputs and outputs of physical systems; use repetition, selection and variables to build or simulate a physical system in a suitable application. CONCEPTS: Input, output, repetition, selection, variable, physical systems **DECLARATIVE KNOWLEDGE:** Physical systems have a range of inputs and outputs, including sensors; common sensors; we can use a flowchart to represent a physical system; how to combine loops, selection statements and variables to simulate simple physical systems. **PROCEDURAL KNOWLEDGE:** Create a	**2.5 How do I communicate using audio effectively?** To combine audio and other media to communicate information effectively. CONCEPTS: Computer; software/application; creating & editing content; podcast/audio; copyright; personal information; analogue/digital KNOWLEDGE: Features of a good podcast; why we use computers; digital content is owned by the person who created it; simple editing tools to improve content; importance of planning out content; where to find copyright free content SKILLS: Use a microphone/tablet to record audio; mouse skills; editing audio clips; layering audio clips for effect

	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 **Review:** **Explain when to use forever loops (Y4)** **Recognise selection in algorithms to alter what happens (Y4)** **Recognise common mistakes in programs and how to correct them (Y4)**	program with different outcomes depending on what happens as it runs; plan an algorithm away from the computer then test out; debug more complex programs. Create a variable in Scratch and name it meaningfully. **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. **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.	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 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.	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 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	program including different inputs and outputs; decompose a program and write an algorithm for each part; test, evaluate and debug more complex programs. **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. 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.	**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. 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.* **Online Safety Links:** C4: Copyright

			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 authenticity.* **Online Safety Link:** N2: Fake News P1: Protecting your identity P2 Protecting images of us online	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.* **Online Safety Link** S1: Control and Consent C2: Personal Information, Terms and Conditions N3: Verifying Information online		
RHE (inc Drugs, e-safety, SRE, Financial capability)	Rule of Law Os) Passwords C3* Os1) Control and consent (S1) Os2) Protecting our identity(P1) Os3) Meeting strangers online (P4) G1) How will my body change as I get older? CW resource pack 6/pack 7/pack 8 Online Safety Project Evolve I can describe ways to increase privacy on apps and services that provide privacy settings.* Os) Protecting images of us	Individual liberty P1) Is there such a thing as a perfect body? Os) Self Esteem L2 * P2) How can I stay fit and healthy? Os) Digital '5 a day' L4 * P3) Can I avoid getting ill? Rule of Law Os) Social Media anxiety L1* Os) Fake news N2 *	Mutual respect and tolerance Individual liberty M1) Does everybody have the same feelings? M2) Should we be happy all the time? Os8) Does the internet make us happy? (L1) M3) Why do we argue? Individual liberty M4) Who am I?	Rule of Law Os4) Personal Information, terms and conditions Os) Copyright C3 * Mutual respect and tolerance Lesson 1: Talking about race and racism Lesson 2: Defining anti-racism Lesson 3: Redefining racism Lesson 4: Understanding racial	Mutual respect and tolerance Individual liberty Fa1) Why do some people get married? Fa2) Are families ever perfect? Fa3) Is there such a thing as a normal family? Drugs-Managing Risk-Medicine Financial Capability Money and emotional wellbeing-PSHE Association	Mutual respect and tolerance Fr1) What makes a close friend? Fr2) Should I try and fit in with my friends? Os) Online Behaviour S2 * Fr3) Should friends tell us what to do? Fr4) Why are some people unkind? Os5) Analysing Digital Media (N1) Rule of Law

	online P2* Os) Unhealthy Attention P3 * G2) How will my feelings change as I get older? G3) How will I stay clean during puberty? G4) What is menstruation? CW resource pack 4/Pack 5	Inclusion, belonging and addressing extremism Stereotypes		socialisation and stereotypes Mutual respect and tolerance Rule of Law Online Safety Project Evolve I can explain that taking or sharing inappropriate images of someone even if they say 'it is ok' many have an impact for the sharer and others.* Linked with I can describe how things shared privately online can have unintended consequences for others i.e screen grabs	Use the resource from Natwest Money Sense How does money affect my feelings? **Endpoints:** -Pupils understand the importance of a regular balanced diet (more energy, vitamins and minerals, repair muscles) -Pupils understand that online behaviour can impact their physical and mental health (low self-esteem , low mood, isolation, addiction, weight gain) -Pupils can give examples of how to avoid illness (sleep, drugs and alcohol risks, dental hygiene, sun risks) -Pupils understand that they have an identity (genetics, interests, talents, religion) -Pupils understand that the diversity of home lives (religion, culture, same sex parents, single parent family) -Pupils are aware of the risks related to medicines and how these can be controlled (reading labels, high cupboard, correct	Os) Game ratings L6 * Rule of Law Drugs- Managing risk- Illegal and legal drugs

					dosage, seeking medical help) -Pupils understand the appropriate response to racist behaviour and language (report it, don't encourage, challenge, educate) -Pupils understand how money can affect wellbeing (anxiety, worry, joy, overwhelmed)	
MFL (KS2 only)	<u>Phonetics lessons 1-3 (XT)</u> In these three sequential lessons, pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. <u>My Family (IN)</u> By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and how to manipulate language, thus starting to create more personalised responses as the unit supports the change	<u>The Date (IN)</u> Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated, so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is in French.	<u>What is the Weather? (IN)</u> By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecast pretending for television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.	<u>Do You Have a Pet? (IN)</u> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	<u>My Home (IN)</u> During this unit pupils will gain the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing ability to create independent responses.	<u>Habitats (IN)</u> By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats in French. This is one of the first units to encourage slightly more complex and sophisticated writing using a wider range of vocabulary.

	from 1st person singular to 3rd person singular.					