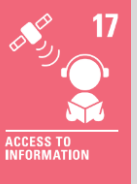
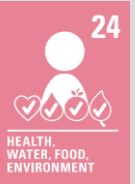


Year 5 Long Term Overview 2026-2027

Half Term	Autumn 1- 8 Weeks	Autumn 2- 7 Weeks	Spring 1- 6 Weeks	Spring 2- 5 Weeks	Summer 1- 7 Weeks	Summer 2- 7 Weeks
Combs Connections	<i>Understanding People and Places</i>	<i>Human History and Civilisation</i>	<i>The Changing Physical World</i>	<i>Humans Create and Believe</i>	<i>People and the Planet</i>	<i>Our Community Story</i>
Enquiry Question	GEOGRAPHY What is Suffolk like?	HISTORY How hard was it to invade and settle in Britain?	GEOGRAPHY What different environment can we find in our amazing world?	HISTORY What did the Ancient Greeks do for us?	GEOGRAPHY What is our UK coastline like and how is it changing?	HISTORY What was life like in Victorian Suffolk?
Educational visits/events/ enrichment 	Local walk – geography (<i>lesson 4, week 5</i>)	West Stow (<i>lesson 3 – Week 3 Thurs 19th November?</i>)		Greek Day	Felixstowe – Geography	Local walk – history
Parental Engagement Event 		DT Day – cooking – help to cut and prep in morning	Stop Motion – Show your parents how to make a stop motion		Writing café	Victorian Afternoon
RRSA	          					
	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content	Unit Content
Reading 	Skellig (narrative) Suffolk Heart Poem (NEW) Caged Bird & Life Doesn't Frighten Me (Maya Angelou Poetry)	Beowulf Monster Slayer Graphic Novel (NEW ; Legend) Explore! Anglo Saxon (non-fiction) Hidden Figures (non-fiction) Man on the Moon Christmas (advert/film)	Kensuke's Kingdom (fiction) Jabberwocky (poetry)	Percy Jackson (fiction) Visitors Guide to Ancient Greece (non-fiction)	Clockwork (fiction) Song of A Dolphin Boy (fiction)	Street Child (historical fiction) Oliver Twist (playscript) Live like a Victorian (non-fiction)
Writing 	Local Area Narrative	Space Newspaper – Spaceship crash (artefact found on	World Biomes Setting Description of Kensuke's Island	Ancient Greece	Costal	Victorians

	Persuasive writing (Local Area leaflet) Poetry?	school grounds) Alfred the Great Biography Review/recount of our trip to West Stow	Instructions - DT pop-up book (Ensure DT is moved and taught for this)	Narrative – Greek Gods (King Midas) Balance argument – Was Athens a good polis to live in?	Narrative linked to Geography Non-fiction Letter Personification Poetry	Narrative – Escape from the workhouse Non-Chronological report – The Victorians
Maths 	Place value Addition & Subtraction Multiplication and Division A	Fractions A	Multiplication and Division B Fractions B	Decimals and Percentages Perimeter and Area Statistics	Shape Position and Direction Decimals	Negative Numbers Converting Units Volume
Science 	Forces • Friction can stop or slow down a moving object • A stationary object will only move when the force applied is greater than the friction, which acts in the opposite direction to the movement • Friction produces heat, which we feel when we rub our hands together. • Friction can cause some materials to wear away, such as pencils. • Friction has many useful applications, such as in vehicle brakes, using sandpaper and walking on firm ground. • Air resistance is a friction force between the air and a moving object. • Air resistance is greater when the surface area of the moving object is large. • Parachutes have a large surface area so they have a greater air resistance and slow the skydiver down. • Air resistance increases with speed.	Space • The Sun, Earth, Moon and other planets are approximately spherical bodies. • The Solar System is a collection of planets, moons and the Sun. • The Sun is a star which releases heat and light. • The Sun is at the centre of the Solar System. • There are eight planets that orbit the Sun. • Mercury, Venus, Earth and Mars all have solid surfaces. • Jupiter, Saturn, Uranus and Neptune have gas surfaces. • Pluto is considered a dwarf planet. • The Solar System is a collection of planets, moons and the Sun. • The Earth and other planets orbit the Sun. • Scientific models are physical	Properties of Materials • Materials can be transparent, translucent or opaque. • A harder material will scratch a softer material. • Most metals are non-magnetic. Only a few metals are magnetic, such as iron and steel. • An electrical conductor is a material that allows electricity to flow through it. • An electrical insulator is a material that does not allow electricity to flow through it. • Metals are good electrical conductors. • Plastic, wood and paper are electrical insulators • Materials have specific uses. • Metals are good conductors of electricity and heat. • Plastics are good insulators of electricity.	Reversible and Irreversible Changes • A soluble substance can dissolve in a liquid. • Salt and sugar are soluble in a liquid. • An insoluble substance cannot dissolve in a liquid. • Sand and flour are insoluble in a liquid. • To make a solution, a substance is dissolved into a liquid. • Increasing the temperature of the liquid increases the rate of dissolving. • Stirring the liquid increases the rate of dissolving • Sieving can be used to separate a mixture of different-sized solids. • Filtering can be used to separate an insoluble solid from a liquid. • A liquid will pass through filter paper,	Reproduction A • Sexual reproduction involves two parents producing offspring. • Offspring produced by sexual reproduction are not identical to the parents. • Fertilisation is the process by which a sperm cell joins with an egg cell to create a new life. • The female part of a flowering plant is called the pistil, which consists of the stigma, style and ovary. • The male part of a flowering plant is called the stamen, which consists of the anther and filament. • The female sex cells in a plant are called ovules and are found in the ovary. • The male sex cells in a plant are called pollen grains and are found on the anthers.	Animals including humans • The human life cycle has six main stages – foetus, baby, child, adolescent, adult and elderly adult. • Every human goes through the same life stages in the same order. • All humans start their life as a foetus inside their mother's womb. • After puberty, humans can reproduce. • Babies are dependent on adults for food, warmth and comfort. • Most babies and toddlers hit certain milestones in their first two years of life, such as crawling and walking. • Throughout childhood, children

	• Water resistance works in a similar way to air resistance, but in water. • Gravity is a non-contact force. • Gravity is a non-contact force caused by objects with mass pulling each other. • Heavier objects do not fall to the ground faster than lighter objects. • Objects with a different mass fall at the same rate. • Levers, pulleys and gears are all mechanisms that will allow a smaller force to have a greater effect. • Gears are wheels with teeth that allow a small force to produce a larger force with greater speed. • A lever is a machine that allows movement of heavy objects. • Pulleys use a rope or a cable through a wheel to allow lifting of heavy objects.	representations of ideas or processes. • Models can be created in different ways to represent the Solar System and planets. • The Sun is the largest object in the Solar System and has the greatest gravitational pull. This keeps all the planets in orbit around the Sun. • The Earth takes 365 days, or one year, to complete one full orbit. • Other planets take different amounts of time to complete a full orbit around the Sun. This is relative to their distance from the Sun. • Different scientists and mathematicians have contributed to our understanding of the Solar System over time. • It was initially thought that the Earth was at the centre of the Solar System. • Through scientific advances, we now know that the Sun is at the centre of the Solar System • The Earth's axis is an imaginary line (that is slightly		but an insoluble solid will not. • Filtering cannot be used to separate a soluble solid from a liquid. • Evaporation is the change of state from a liquid to a gas which happens slowly from the surface of a liquid. • Evaporation can be used to separate a soluble solid from a liquid. • The three states of matter are solids, liquids and gases. • Some changes can be reversed, such as dissolving, mixing and changes of state. • Changes of state include freezing, melting, evaporation and condensation. • If you can retrieve the substances that you started with, then the change is reversible. • The three states of matter are solids, liquids and gases. • Some changes can be reversed, such as dissolving, mixing and changes of state. • Changes of state include freezing, melting, evaporation and condensation.	• Plants reproduce sexually through pollination. • Pollination involves the transfer of pollen from the male anther of a flowering plant to the female stigma of a flowering plant. • Pollen grains attach to the sticky stigma and travel down the style into the ovary. • Fertilisation occurs when a male pollen grain joins with a female ovule inside an ovary. • Asexual reproduction involves only one parent. • Offspring produced by asexual reproduction are identical to the parent. • Some plants reproduce asexually by producing new plants at the end of runners or by producing bulbs or tubers. • A starfish is an example of an animal that reproduces asexually. Life cycles • The life cycle of a mammal has four main stages: foetus, young, adolescent and adult. • Most mammals give birth to live young.	grow and develop at a rapid rate in terms of their mass, height and brain development. • Puberty is the process that prepares humans for reproduction. • Hormones are chemicals that are released by your body during puberty which cause physical and emotional changes. • Key changes that happen to females during puberty include the start of periods, growth of underarm and pubic hair, mood swings, spots and growth of breasts. • Key changes that happen to males during puberty include growth of body hair, growth of the penis and testicles, spots, mood swings and deepening of the voice. • A person is classed as an adult from age 18 onwards. • A person is classed as an elderly adult from approximately 65
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		tilted) that runs from the North to the South Pole. • The Earth rotates once around its axis in a 24 hour period. • Earth is the only known planet to support plant and animal life • The four seasons occur on planet Earth because the Earth's axis is tilted. • The Earth spins on its axis • It takes 24 hours for it to spin on its axis and complete one full rotation. This is why one day is 24 hours long. • When part of the Earth faces the Sun, it is day. • When part of the Earth faces away from the Sun, it is night. • The Earth has one Moon, and it takes approximately 27 days for the Moon to orbit the Earth. • Without the Earth's gravitational pull, the Moon would float into space. • The Moon is not a light source – it reflects light from the Sun.		• If you can retrieve the substances that you started with, then the change is reversible. • Irreversible changes (such as burning and reactions with acids) cannot be reversed, and they result in new substances being made. • When a new substance is made, a chemical reaction has taken place. • When a substance fizzes, a gas has been made. Plastic • Plastics are man-made materials that are often strong, lightweight and can be used to make plastic bottles, carrier bags and containers. • Plastics are designed to last a very long time and do not break down easily. • Plastics can end up in landfill sites as well as the oceans. This has an impact on animal and plant life.	• Most mammals have mammary glands that produce milk to feed their young. • When mammals become adults, they are able to reproduce. • Amphibians are small vertebrates that need water or a moist environment to survive. • The life cycle of a frog has four main stages: frogspawn, tadpole, froglet and adult frog. • Tadpoles have gills to help them to breathe under water, a tail to help them to swim and a mouth to feed. • Tadpoles take around 14 weeks to transform into frogs. • An adult frog has no tail and is fully equipped to live both on land and in water. • Insects are small animals that have three body sections, six legs and antennae, and usually lay eggs. • There are four main stages of the life cycle of an insect: egg, larva, pupa and adult. • Larvae are the young form of insects. • Pupae are insects in the stage of development between larvae and adults.	• When a person enters adulthood, their rate of growth slows down and their body is fully developed. • The human body gradually changes with age. For example, skin loses elasticity, resulting in wrinkles, bones may become weaker and height may decrease. • Humans are mammals because they are warm-blooded, give birth to live young and feed their offspring on milk. • Gestation is the period of time that a foetus develops in its mother's womb. • Mammals have different gestation periods. • The gestation period of a human is approximately nine months. • The lifespan of an animal is how long the animal is alive. • Usually, the longer the gestation period of an animal, the longer the lifespan. • Humans have a relatively short
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		• Light from the Sun is reflected from the Moon onto Earth. Global Warming The greenhouse effect is caused by greenhouse gases trapping heat from the Sun. This leads to global warming. • Global warming can lead to glaciers and ice caps melting. This can cause sea levels to rise, leading to flooding. • Global warming can change weather patterns and can lead to drought or flooding. Drought and flooding make it hard to grow crops. Global warming affects humans, animals and plants. • Global warming and climate change can cause icy habitats to melt due to increasing temperatures. • Humans, animals and plants are affected by flooding and drought caused by global warming.			• Birds are vertebrates with wings, feathers and a beak. • The life cycle of birds includes five stages: egg, hatchling, nestling, fledgling and adult bird. • Birds reproduce by laying eggs. • Eggs are incubated by parents until they hatch. • An adult bird is able to reproduce and will have all its feathers. Reproduction B • Asexual reproduction involves only one parent. • Offspring produced by asexual reproduction are identical to the parent. • A parent plant is a plant that can be used to create a new plant. • Cuttings are parts of parent plants that can grow into a new plant. • Some plants can reproduce both sexually and asexually • Asexual reproduction involves only one parent. • Some plants can reproduce both sexually and asexually. • Offspring produced by asexual reproduction	gestation period compared to their lifespan.
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					are identical to the parent. • Data can be used to make conclusions and predictions for further investigations.	
	Working scientifically: Forces • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. • Explore ideas and raise different kinds of questions • 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. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results. • Identifying scientific evidence that has been used to support or refute ideas or arguments.	Working scientifically: Space • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Global Warming	Working scientifically: Properties of materials • Use and develop keys and other information records to identify, classify and describe living things and materials. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • 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. • Using test results to make predictions to set up further comparative and fair tests. • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.	Working scientifically: Reversible and irreversible changes • Using test results to make predictions to set up further comparative and fair tests. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, and taking repeat readings when appropriate. • Use relevant scientific language and illustrations to discuss, communicate and	Working scientifically: Reproduction A • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas • Recording data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar charts and line graphs. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a 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. • Planning different types of scientific enquiries to answer	Working scientifically: Animals including humans • Explore ideas and raise different kinds of questions. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Explore ideas and raise different kinds of questions. • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Recording data and results of increasing complexity using scientific diagrams and labels, classification

		• Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact • Identifying scientific evidence that has been used to support or refute ideas or arguments.		justify their scientific ideas • Identifying scientific evidence that has been used to support or refute ideas or arguments. Plastic • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	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. Life cycles • Identifying scientific evidence that has been used to support or refute ideas or arguments. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Reproduction B • Using test results to make predictions to set up further	keys, tables, scatter graphs, bar and line graphs. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.
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					comparative and fair tests. Using test results to make predictions to set up further comparative and fair tests.	
History 		Anglo-Saxons - Where do the Saxons fit into history? - What were the key events in Saxon times? - The Vikings invaded and settled in Scotland. They eventually invaded and settled in England too. - Can you explain how the Anglo-Saxon age began? - What it was like to live in a Saxon village. - That artefacts can be used to tell us about the Saxons		Ancient Greeks - Ancient Greece was made up of city states, such as Athens, Corinth and Sparta. They often fought each other but also fought together to defend themselves from other threats. - Towards the end of the period, Ancient Greece became an empire. Alexander the Great helped the empire expand and after he died, the Romans slowly took over parts of it. - Many objects produced in Ancient Greece were made by enslaved people. - The Spartans were known for their strong army and ability to fight whereas the Athenians were known for their cultural developments and learning.		Victorians Put events on to timeline. Look at pictures and discuss what you can find out from them – what else would you like to know? Learn about the differences between rich and poor Victorians in Suffolk What was life like inside a workhouse? What happen in Stow Lodge? Identify buildings from the Victorian era within the local community.
		Disciplinary skills:		Disciplinary skills:		Disciplinary skills:

		Continuity and Change -Identify why some changes between different periods of time have had more significant consequences than others. -Understand that there are times in history when change happens suddenly and these moments of change can be referred to as 'turning points' in history. -Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence -Examine in more detail the short and long term causes of an event being studied. -Understand that the consequences of one historical event can sometimes become the causes of another, Similarities and Differences -Explain and give varied examples of how life was similar and different in the past. -Explain and give examples to show that things may have been different from place to place at the same time.		Continuity and Change -Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence -Understand that the consequences of one historical event can sometimes become the causes of another Similarities and Differences -Explain and give varied examples of how life was similar and different in the past. -Explain and give examples to show that things may have been different from place to place at the same time. -Start to give reasons for these similarities and differences. Historical Significance -Identify a range of historically significant people and events from different periods of history and explain why they were significant. -Identify historically significant people		Continuity and Change -Understand and describe in some detail the main changes to an aspect of a period in history. Cause and Consequence -Understand that the consequences of one historical event can sometimes become the causes of another Similarities and Differences -Explain and give varied examples of how life was similar and different in the past. -Explain and give examples to show that things may have been different from place to place at the same time. -Start to give reasons for these similarities and differences. Historical Significance -Identify a range of historically
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		-Start to give reasons for these similarities and differences. Historical Significance -Understand that what we consider to be significant can change throughout different periods. -Start to explain the importance of an event using the following criteria: significant individually, regionally, nationally or globally. -Identify a range of historically significant people and events from different periods of history and explain why they were significant. -Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.		and events from a period of history and give some detail about what they did/what happened and what impact it had.		significant people and events from different periods of history and explain why they were significant. -Identify historically significant people and events from a period of history and give some detail about what they did/what happened and what impact it had.
Geography 	Local Area – Suffolk · I can identify some aspects of the physical and human geography that have changed over time · I can identify similarities and differences between the physical and human		World – Biomes · I can locate many counties and cities of the United Kingdom · I can identify some aspects of the physical and human geography that have changed		UK – Coasts · I can locate many countries of the world on a map · I can identify most for the position and significance of latitude, longitude, Equator,	

	geography of the U.K, and the wider world. · I can describe and understand an increasing variety of key aspects of human geography including settlement and land use patterns		over time · I can to identify key topographical features (including coasts)		Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones and are beginning to identify their significance · I can describe and understand an increasing variety of key aspects of physical geography including biomes, vegetation belts, earthquakes and climate zones in the wider world · I can identify similarities and differences between the physical and human geography of the U.K and the wider world	
	Disciplinary skills: · I can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied		Disciplinary skills: · I can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and		Disciplinary skills: · I can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate	

	· I can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) · I can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, or digital technologies		describe features studied · I can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) to build knowledge of the UK and the wider world · I can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, or digital technologies		countries and describe features studied · I can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps) to build knowledge of the wider world	
Art 		Typography Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. https://www.accessart.org.uk/making-monotypes/		Mixed media See column 3 "printmaking" to explore how print is combined with paint and collage to create a cohesive artwork. https://www.accessart.org.uk/making-monotypes/ Explore how you can you paint (possibly combined with drawing) to capture your response to a place.		Set design Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention. https://www.accessart.org.uk/making-monotypes/

		org.uk/typography-and-maps/ Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Make visual notes to capture, consolidate and reflect upon the artists studied. Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve?		Explore how the media you choose, combined with the marks you make and how you use your body will affect the end result. Think about colour, composition and mark making. Think about light and dark, movement and energy. https://www.accessart.org.uk/mixed-media-land-and-city-scapes/ Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility		sart.org.uk/set-design/ Reflect upon the artists' work, and share your response verbally ("I liked... I didn't understand... it reminded me of... It links to..."). Present your own artwork (journey and any final outcome), reflect and share verbally ("I enjoyed... This went well... I would have liked... next time I might.. I was inspired by....). Talk about intention. Work collaboratively to present outcomes to others where appropriate. Present as a team. Share responses to classmates work, appreciating similarities and differences. Listen to feedback about your own work and respond. Document work using still image (photography) or by making a drawing of the work. If using photography consider lighting and focus. Some children may make films thinking about viewpoint, lighting & perspective. Discuss the ways in which artists have a responsibility to themselves/society. What purpose does art serve? https://www.accessart.org.uk/full-primary-art-curriculum/
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		https://www.accessart.org.uk/full-primary-art-curriculum/		to themselves/society. What purpose does art serve? https://www.accessart.org.uk/full-primary-art-curriculum/		
		Disciplinary skills: Understand that designers create fonts and work with Typography. https://www.accessart.org.uk/typography-and-maps/ Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. https://www.accessart.org.uk/typography-and-maps/		Disciplinary skills: Understand that there is a tradition of artists working from land, sea or cityscapes. That artists use a variety of media to capture the energy of a place, and that artists often work outdoors to do this. https://www.accessart.org.uk/mixed-media-land-and-cityscapes/ Understand we may all have different responses in terms of our thoughts and the things we make. That we may share similarities. Understand all responses are valid		Disciplinary skills: Understand that set designers can design/make sets for theatres or for animations. https://www.accessart.org.uk/set-design/ Understand that designers often create scaled models to test and share ideas with others. https://www.accessart.org.uk/set-design/
All Art units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.						
Computing 	Computing systems and networks: Search engines (Add 2026/2027 Kodu Video game design- to replace Mars Rover) Online Safety – Safe searching; checking accurate information <u>Computer System</u> Design, write and debug programs that accomplish specific goals, including		Stop Motion Animation Online Safety – Online health <u>Computer System</u> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve		Data Handling (spreadsheets/excel) NEW Online Safety – Online relationships/bullying <u>Information Technology</u> Use search technologies effectively, appreciate how results are selected and ranked,	

	controlling or simulating physical systems; solve problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <u>Digital Literacy</u> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable		problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration <u>Digital Literacy</u>		and be discerning in evaluating digital content • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information <u>Digital Literacy</u> - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	
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	behaviour; identify a range of ways to report concerns about content and contact.		- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.			
All computing units should cover the right to be protected from online abuse A34, A35, A36 and the right to education and how to use computers A28, A29						
DT 		Cooking and Nutrition – Spaghetti Bolognese Sauce <u>Technical Knowledge</u> To understand where meat comes from – learning that beef is from cattle and how beef reared and processed, including key welfare issues. To know that I can adapt a recipe to make it healthier by substituting ingredients. To know what I can use a nutritional calculator to see how healthy food option is. To understand that ‘cross-contamination’ means bacteria and germs have been passed onto ready-to-eat foods and it happens when these food mix with raw meat or unclear objects.		Could it change due to links with writing? Mechanical systems – Pop up books <u>Technical Knowledge</u> To know that mechanisms control movement. To understand that mechanisms can be used to change on kind of motion into another. To understand how the use sliders, pivots and folds to create paper-based mechanisms. To know that a design brief is a description of what I am going to design and make. To know that designers often want to hide mechanisms to make a product more aesthetically pleasing.		Digital world – Monitoring Devices <u>Technical Knowledge</u> To know that a ‘device’ means equipment created for a certain purpose or job and that monitoring devices observe and record. To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose. To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.
		Skills:		Skills: <u>Design</u>		Skills: <u>Design</u>

		<u>Design</u> Adapting a traditional recipe, understanding the national value of a recipe alters if you remove, substitute or add additional ingredients. Writing an amended method for a recipe to incorporate the relevant changes to ingredients. Designing appealing packaging to reflect a recipe. <u>Make</u> Cutting and preparing vegetables safely. Using equipment safely, including knives, hot pans, hobs. Knowing how to avoid cross-contamination. Following a step by step method carefully to make a recipe. <u>Evaluate</u> Identifying the nutritional differences between products and recipes. Identifying and describing healthy benefits of food groups.		Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book. Following a design brief to make a pop-up book, neatly and with focus on accuracy. <u>Make</u> Making mechanism and/or structures using sliders, pivots and folds to produce movements. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement.		Researching (books, internet) for a particular (user's) animal's needs. Developing design criteria based on research. Generating multiple housing ideas using building bricks. Understanding what a virtual model is and the pros and cons of traditional and CAD modelling. Placing and manoeuvring 3D objects, using CAD. Changing the properties of, or combining one or more 3D objects, using CAD. <u>Make</u> Understanding the functional and aesthetic properties of plastics. Programming to monitor the ambient temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range. <u>Evaluate</u>
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						Stating an event or fact from the last 100 years of plastic history. Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices. Explaining key functions in my program (audible alert, visuals). Explaining how my product would be useful for an animal carer including programmed features.
All DT units should cover Articles 31 and 13. A31 - The right to access culture and arts. Article 13 - the right to share thoughts freely and creatively through art.						
PSHE 	Being Me in My World I can face new challenges positively and know how to set personal goals I know how to use my Jigsaw Journal I understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can make choices about my own behaviour because I understand how	Celebrating Difference I understand that cultural differences sometimes cause conflict I understand what racism is I understand how rumour-spreading and name-calling can be bullying behaviours. I can explain the difference between	Healthy Me I understand that I will need money to help me achieve some of my dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what	Dreams and Goals I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic	Relationships I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I understand that belonging to an online community can have positive and negative consequences I understand there are rights and responsibilities in an online community or social network	Changing Me I am aware of my own self-image and how my body image fits into that I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I can describe how boys' and

	rewards and consequences feel I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this	direct and indirect types of bullying I can compare my life with people in the world I can understand a different culture from my own developing	I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship	emergency aid procedures (including recovery position) and know how to get help in emergency situations I understand how the media, social media and celebrity culture promotes certain body types. I can describe the different attitudes people have to food and how these can be affected by external influences I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.	I know there are rights and responsibilities when playing a game online I can recognise when I am spending too much time using devices (screen time) I can explain how to stay safe when using technology to communicate with my friends.	girls' bodies change during puberty I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I can identify what I am looking forward to when I move
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						to my next class.
	Skills: I know what I value most about my school and can identify my hopes for this school year <i>I can empathise with people in this country whose lives are different to my own.</i> I can empathise with people in this country whose lives are different to my own I understand that my actions affect me and others. I can contribute to the group and understand how we can function as a whole I understand why our school community benefits from a Learning Charter and can help others to follow it	Skills I am aware of my own culture I am aware of my attitude towards people from different races, cultures and ethnicities I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied I can appreciate the value of happiness regardless of material wealth	Skills I can identify what I would like my life to be like when I am grown up I appreciate the contributions made by people in different jobs I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future I can reflect on how these relate to my own I appreciate the similarities and differences in aspirations between myself and young people in a different culture I understand why I am motivated to make a positive contribution to supporting others	Skills I can make an informed decision about whether or not I choose to smoke and know how to resist pressure I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure I know how to keep myself calm in emergencies I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am I am motivated to keep myself healthy and happy	Skills I know how to keep building my own self-esteem I can recognise when an online community feels unsafe or uncomfortable I can recognise when an online community is helpful or unhelpful to me I can recognise when an online game is becoming unhelpful or unsafe I can identify things I can do to reduce screen time, so my health isn't affected I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others	Skills I know how to develop my own self esteem I understand that puberty is a natural process that happens to everybody and that it will be ok for me I can express how I feel about the changes that will happen to me during puberty I appreciate how amazing it is that human bodies can reproduce in these ways I am confident that I can cope with the changes that growing up will bring I can start to think about changes I will make next year and know

						how to go about this.
	RRSA-29, 2, 22, 13	RRSA- 14, 30, 2, 16, 23, 24, 27, 34	RRSA- 8, 29, 17, 24,26, 12, 28	RRSA- 17, 33, 24, 28	RRSA- 8, 14, 17, 15, 2, 31, 3	RRSA-
RE 	Christianity - Gospel Articulate teachings from the Gospels and explain how these are good news for Christians. Describe and compare what may happen in a church when the Gospels are read. Explore how Jesus' teaching affect Christians in their daily lives and why the words hold authority for them.	Islam - Revelation Retell the story of how the Qur'an was revealed to Muhammad. Describe why only some Muslims seek to become Hafiz and how the study affects both their lives and the lives of others. Explain how Muslims express the idea of revelation as a rope reaching down to earth, suggesting what the image means.	Hinduism - Moksha Understand that some Hindus read from the Gita every day for guidance, comfort and advice. Express the importance role of devotion or those who follow the Bhakti pathway. Give examples of how Hindus express beliefs and feelings about Krishna.	Judaism - Kedusha Explain what the burning bush story in Exodus teaches about holiness. Explain in what way Shabbat is holy and how Jewish families mark its beginning and ending. Give examples of what the Torah says about living a holy life.	Christianity - Eucharist Understand and compare the different Gospel writers accounts of the Last Supper. Explain what the Holy communion service means to Christians. Explore Christian belief in the importance of giving thanks.	Buddhism - Enlightenment Retell the story of Buddha's enlightenment. Describe the Eightfold Path as techniques for overcoming suffering. Describe the use and importance of stillness and meditation.
	Skills Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures). Explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this. Describe some things religious people do as part of their faith that are the same and some that are different. Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group.	Skills Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures). Explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this. Describe some things religious people do as part of their faith that are the same and some that are different. Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group.	Skills Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures). Explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this. Describe some things religious people do as part of their faith that are the same and some that are different. Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group.	Skills Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures). Explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this. Describe some things religious people do as part of their faith that are the same and some that are different. Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group.	Skills Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures). Explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this. Describe some things religious people do as part of their faith that are the same and some that are different. Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group.	Skills Make links between the beliefs of different religious groups and show how they come from particular teachings and sources (e.g. scriptures). Explain how believers have expressed their religious beliefs (ideas, feelings, etc) in a range of styles and words, and suggest reasons for this. Describe some things religious people do as part of their faith that are the same and some that are different. Ask questions about the meaning and purpose of life, and suggest an answer of their own as well as one given by a member of a religious group.
	All RE units should cover these rights: Right to education and respect for other.: A28 and A29, Right to an opinion and expressing what I think: A12 and A13, Protection from religious discrimination: A2, Freedom to practice own religion and culture: A30.					
Music 		Blues <u>Listening</u> Recognising and confidently		South and West Africa <u>Listening</u> Recognising and confidently		Musical Theatre <u>Listening</u> Recognising and confidently

		discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. <u>Composing</u> Improvising coherently within a given style. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. <u>Performing</u> Singing songs in two or more parts, in a variety of musical styles from memory, with		discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. <u>Composing</u> Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. <u>Performing</u> Singing songs in two or more parts, in a variety of musical		discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. <u>Composing</u> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and
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		accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.		styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies.		others' work. <u>Performing</u> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
All music units should cover rights articles A13 and A31. Access to culture, art and music for enjoyment and expressing yourself freely through music.						
French 	French Unit 1 - How to greet people - How to share personal information - How to talk about family – brothers and sisters - How to say what people have/do not have using the third person - How to say what people are like using third person including negative		French Unit 3 - How to ask politely for food - How to describe how to make a sandwich - How to express opinions about food - How to talk about healthy and unhealthy food <u>Grammar/skills:</u>		French Unit 5 - How to ask and say where you're going on holiday - How to express opinions about holidays - How to talk about what you're going to do on holiday - How to talk about holiday plans (consolidation of above)	

	<u>Grammar/skills:</u> • Ask and answer questions • Recognise and use plural forms • Use a negative • Use third person in positive and negative statements • Manipulate language by changing an element in a sentence • Understand and use agreements of adjectives • Recognise patterns in simple sentences Unit 2 • How to name school subjects • How to talk about likes and dislikes • How to ask and say the time • How to talk about timings of the day <u>Grammar/skills:</u> • Understand and use the definite article correctly: le/la/l'/les • Express opinions • Use correct intonation when asking a question • Understand that there is not always a direct equivalent to each English word in French • Use a song to help memorise language • Form longer sentences		• Understand and use au/a/la/l' when referring to flavours of food • Learn gender when learning new words • Give instructions in the vous form • Prepare a short presentation • Understand and use the negatives • Use the plural form of some food vocabulary • Integrate new vocabulary into previously learned language Unit 4 • How to name places in the town • How to ask the way and give directions • How to say where you are going • How to give the time and say where you are going <u>Grammar/skills:</u> • Use le/la/l' correctly with places • Use sequence d'abord, ensuite, enfin to say longer sentences • Give instructions using the vous form • Use prepositions au/a la/la/l' • Recognise language patterns and deduce rules • Incorporate known language into new structures		<u>Grammar/skills:</u> • Use le/la/l' correctly with places • Recognise patterns and apply knowledge of rules • Express opinions • Use je vais + infinitive to talk about future plans • Apply grammatical knowledge to make sentences • Make longer sentences Unit 6 • How to name the rooms in the house • How to describe the rooms in the house • How to say what people do at home • How to say what people do and where <u>Grammar/skills:</u> • Use il y a + infinite article • Use c'est + adjective • Join sentences with et • Use third person verbs • Manipulate language by changing an	
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					element in a sentence - Use and understand both the indefinite and definite article - Make longer sentences	
PE 	Dance	OAA	Swimming	Swimming	Swimming/Tennis	Swimming/Fitness
	Football	Gymnastics	Dodgeball	Netball	Rounders	Athletics
	All PE units should cover these rights: Right to protection against discrimination A2, Right for adults to do what is best (safety rules) A3, Right opinion A12, Right to share A13, Right to make friends A15, Right to be protected from harm A19, Right of disabled people A23, Right to Best Health A24, Right to Education A28, Right to develop talents A29, Right to Play and Rest A31					
SMSC	1A, 1B , 1D, 5A, 2A , 2B , 4D 4A, 5D, 5E	2C, 2A, 2B, 5B, 5C 5D, 5E, 3C, 3B, 4A 4D, 1B, 1C, 4B, 1A 1B	1B, 1A, 1D, 2B, 2C, 4A, 4D, 5D 5E, 3A, 5B, 5C	1C, 1A, 1B, 5A 5D, 5E, 4C, 4A 4B, 4D, 3C, 2C 3D, 1D, 5C	1A, 1B, 1D, 2A, 2B, 2C, 2D, 3A 3B, 3C, 5B, 5C, 4A, 4D, 5D 5E	1B, 2A, 2C, 3C, 4C 5B, 4B, 1C, 5C, 1A 4A, 4B, 4D