

Year 5						
Topic Title	The Ancient Greeks (taught in Autumn term 2020-21 due to remote learning)		American Roadtrip		The Tudors	
Term/Year	Autumn		Spring		Summer	
Events/Visits	Greek Themed day				Gainsborough Old Hall	
Literacy Genres	Recount – diary, narrative – character, report – non-chronological, letters – persuasive		Narrative - setting, report – explanation, letters / recount		Narrative – setting and character, newspaper report, biography, letters – persuasive, report	
Texts	Fiction - Percy Jackson and The Lightning Thief Non-fiction - Myths and Legends		Fiction - The Explorer, The Rainmaker		Fiction – Treason Non-fiction - Henry VIII, Mary Queen of Scots, Elizabeth I (biographies)	
WCR Texts	Fiction - Odysseus, Percy Jackson Greek Gods Non-fiction - Myths and Legends, Ancient Greeks (variety of non-fiction texts/books)		Fiction – The Explorer, Events of the Hero Twins, Cicada Non-fiction –		Fiction – Treason, Non-fiction -	
Whole Class Reading Reading objectives, Vipers skills	<p>Reading – word reading</p> <p>1.apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>1.maintain positive attitudes to reading and an understanding of what they read by:</p> <p>2.continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>3.reading books that are structured in different ways and reading for a range of purposes</p> <p>4.increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>5.recommending books that they have read to their peers, giving reasons for their choices</p> <p>6.identifying and discussing themes and conventions in and across a wide range of writing</p> <p>7.making comparisons within and across books</p> <p>8.learning a wider range of poetry by heart</p> <p>9.preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p>					
	Vocabulary: • checking that the book makes sense to them, discussing their understanding	Prediction: <i>predicting what might happen from details stated and implied</i> • Key details about an event, character or setting are	Vocabulary: <i>checking that the book makes sense to them, discussing their understanding and exploring</i>	Prediction: <i>predicting what might happen from details stated and implied</i>	Vocabulary: <i>checking that the book makes sense to them, discussing their understanding and exploring</i>	Prediction: predicting what might happen from details stated and implied

<p><i>and exploring the meaning of words in context</i></p> <ul style="list-style-type: none"> • Themes identified and supported with evidence from the text • Drawing on contextual clues to explain the meaning and purpose of figurative language choices <p>Inference: <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> • Motives for characters actions are described and/ or implied • Characters feelings and thoughts towards different characters developed <p>Retrieval: <i>retrieve, record and present information from non-fiction</i></p> <ul style="list-style-type: none"> • Find and extract information from text presented in different formats • Scan text for information relating to specific 	<p>drawn upon to develop plausible predictions</p> <p>Summarising: <i>the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i></p> <ul style="list-style-type: none"> • Identifying main points for individual paragraphs • Identify key points and at least 2 key details for individual paragraphs • sequencing summaries in correct order for linear texts 	<p><i>the meaning of words in context</i></p> <ul style="list-style-type: none"> • Effect of vocabulary choices on the reader • Identify how specific tier 2 and technical tier 3 vocabulary enhance meaning • Drawing on contextual clues to explain the meaning and purpose of figurative language choices <p>Retrieval: <i>retrieve, record and present information from non-fiction</i></p> <ul style="list-style-type: none"> • Find and extract information from text presented in different formats • Scan text for information relating to specific locations (e.g. paragraph beginning, one word that means, etc) <p>Inference: <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> • Motives for characters actions are described and/ or implied • Inferences drawn from dialogues between more than 	<ul style="list-style-type: none"> • Key details about an event, character or setting are drawn upon to develop plausible predictions • Make predictions drawing on themes and inferences ascertained from specific parts of the text <p>Summarising: <i>the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i></p> <ul style="list-style-type: none"> • Identifying main points for individual paragraphs • Identify key points and at least 2 key details for individual paragraphs • Summarise thoughts in preparation for recommendation • sequencing summaries in correct order for linear texts 	<p><i>the meaning of words in context</i></p> <ul style="list-style-type: none"> • Effect of vocabulary choices on the reader • Identify how specific tier 2 and technical tier 3 vocabulary enhance meaning • Drawing on contextual clues to explain the meaning and purpose of figurative language choices <p>Inference: <i>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <ul style="list-style-type: none"> • Subplots from different sections of the texts support inferences • Motives for characters actions are described and/ or implied • Inferences drawn from dialogues between more than 2 characters across the text/ paragraphs • Characters feelings and thoughts towards different characters developed 	<ul style="list-style-type: none"> • Key details about an event, character or setting are drawn upon to develop plausible predictions • Make predictions drawing on themes and inferences ascertained from specific parts of the text <p>Summarising: <i>the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i></p> <ul style="list-style-type: none"> • Identifying main points for individual paragraphs • Identify key points and at least 2 key details for individual paragraphs • Summarise thoughts in preparation for recommendation • sequencing summaries in correct order for linear texts 	<ul style="list-style-type: none"> • Key details about an event, character or setting are drawn upon to develop plausible predictions • Make predictions drawing on themes and inferences ascertained from specific parts of the text <p>Summarising: <i>the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas</i></p> <ul style="list-style-type: none"> • Identifying main points for individual paragraphs • Identify key points and at least 2 key details for individual paragraphs • Summarise thoughts in preparation for recommendation • sequencing summaries in correct order for linear texts
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	locations (e.g. paragraph beginning, one word that means, etc)		2 characters across the text/ paragraphs • Characters feelings and thoughts towards different characters developed		Retrieval: <i>retrieve, record and present information from non-fiction</i> • Find and extract information from text presented in different formats • Scan text for information relating to specific locations (e.g. paragraph beginning, one word that means, etc)	
	VIPERS - Vocabulary, Retrieval, Inference, Explaining, Prediction, Summarising		VIPERS - Vocabulary, Retrieval, Inference, Explaining, Prediction, Summarising		VIPERS - Vocabulary, Retrieval, Inference, Explaining, Prediction, Summarising	
Maths						
Science	<p>Understand Movement, forces and magnets</p> <p>P1 Describe magnets as having two poles</p> <p>P2 Predict whether two magnets will attract or repel each other depending on which poles are facing.</p> <p>P3: Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>P4: Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</p> <p>P5: Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</p> <p>P6: Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <p>P7: Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>		<p>Investigate Living Things</p> <p>B7: Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Understand Animals and Humans</p> <p>B3: Describe the changes as humans develop to old age.</p> <p>B8: Describe the life process of reproduction in some plants and animals.</p> <p>Investigate Materials?</p> <p>C1: Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</p> <p>C3: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. (link to gold panning!)</p> <p>Working Scientifically</p>		<p>Investigate Materials</p> <p>C2: Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>C3: Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>C5: Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>C6: Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.</p> <p>C4: Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Working Scientifically</p>	

	<p>Understand the Earth's Movement in Space</p> <p>P17: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>P18: Describe the movement of the Moon relative to the Earth.</p> <p>P19: Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>P20: Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Working Scientifically</p> <p>W1, W2, W3, W4, W5, W6, W7, W8</p>	<p>W1, W2, W3, W4, W5, W6, W7, W8</p>	<p>W1, W2, W3, W4, W5, W6, W7, W8</p>
<p>Computing</p>			
<p>Geography</p>	<p>Core skills repeated:</p> <p>Using maps: features(techniques)</p> <p>Using maps:4 figure grid references</p> <p>G2: Identify and describe how the physical features affect the human activity within a location.</p> <p>G3: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p> <p>G14: Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). Revisit maps for Great Britain and Europe especially in relation to France and Spain. World map to link with exploration at that time.</p>	<p>Core skills repeated:</p> <p>Using maps: features(techniques)</p> <p>North America-location and diversity</p> <p>Population-human features</p> <p>Biomes=Introduce to types tundra/taiga/grassland</p> <p>South America(location/diversity)</p> <p>Tropical rainforest</p> <p>G1: Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> <p>G2: Identify and describe how the physical features affect the human activity within a location.</p> <p>G3: Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>G14: Describe and understand key aspects of human geography, including: settlements, land use, economic</p>	<p>Core skills repeated:</p> <p>Using maps: features(techniques)</p> <p>Using maps:4 figure grid references</p> <p>G14: Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</p> <p>G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>+</p> <p>G6: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key</p>

	<p>+</p> <p>G8 Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Labelling our planet.</p> <p>G12: Describe how countries and geographical regions are interconnected and interdependent.</p> <p>G13 Describe key aspects of physical Geography-Link back to volcanoes/Vesuvius/earthquakes</p>	<p>activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies</p> <p>G16: Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>+</p> <p>G5: Use different geographical representations of a location (such as aerial images compared with maps and topological maps.</p> <p>G6: Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed</p> <p>G7: Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>11: Describe geographical diversity across the world.</p> <p>G13: Describe and understand key aspects of: physical geography, including: climate zones,(introduce biomes) and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p>	<p>topographical features and land-use patterns; and understand how some aspects have changed over time.</p> <p>G9: Understand some of the reasons for geographical similarities and differences between countries.</p> <p>G12: Describe how countries and geographical regions are interconnected and interdependent.</p>
History	<p>Ancient Greeks</p> <ul style="list-style-type: none"> influence and impact myths and legends clues from the past Alexander the Great <p>(What is the legacy left by Ancient Greeks on modern times?)</p>	<p>The Maya</p> <ul style="list-style-type: none"> Builders and growers Clues from the past <p>(Can we prove the Mayans were an amazing civilisation?)</p> <p>Core skills repeated=H-1 2 10 15 16 18 19 20</p>	<p>Tudors</p> <ul style="list-style-type: none"> Monarchs Entertainment and exploration <p>(Did the Tudor dynasty have a significant impact on British history?)</p> <p>Core skills repeated=H-1 2 10 13 15 16 18 19 20</p>

<p>Core skills repeated=H-1 2 10 13 15 16 18 19 20</p>	<p>H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H10: Compare some of the times studied with those of the other areas of interest around the world. (Make comparisons with what they know about other areas of history at the same timeline) H14: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. H15: Use dates and terms accurately in describing events H18:Use original ways to present information and ideas. H19: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>+</p> <p>H6: Understand that no single source of evidence gives the full answer to questions about the past. H11: Describe the social, ethnic, cultural or religious diversity of past society. H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. H17: Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p>	<p>H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H10: Compare some of the times studied with those of the other areas of interest around the world. (Make comparisons with what they know about other areas of history at the same timeline) H14: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. H15: Use dates and terms accurately in describing events H18:Use original ways to present information and ideas. H19: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>+</p> <p>H11: Describe the social, ethnic, cultural or religious diversity of past society. H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. H16: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p>	<p>H1: Use sources of evidence to deduce information about the past. H2: Select suitable sources of evidence, giving reasons for choices. H10: Compare some of the times studied with those of the other areas of interest around the world. (Make comparisons with what they know about other areas of history at the same timeline) H14: Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. H15: Use dates and terms accurately in describing events H18:Use original ways to present information and ideas. H19: Use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy</p> <p>+</p> <p>H5: Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. H6: Understand that no single source of evidence gives the full answer to questions about the past. H9: Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. H12: Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</p>
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			H16: Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).
Art	<p>Milestone 3 Amazed by Architecture Develop ideas and repeat skills:</p> <p>A1: Develop and imaginatively extend ideas from starting points throughout the curriculum. A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book. A3: Use the qualities of materials to enhance ideas. A4: Spot the potential in unexpected results as work progresses. Collage: Greek mosaic images A12: Mix textures (rough and smooth, plain and patterned). Combine visual and tactile qualities. A13: Use ceramic mosaic materials and techniques.</p> <p>Building structures: Create a building that creates an emotion- Zaha Hadid-modern architect- use original ideas to create a temple/home for Greek mythical character. Painting: (simple Greek landscapes) Canaletto style-sharp neat buildings against a bright background) A6: Sketch (lightly) before painting to combine line and colour. A7: Create a colour palette based upon colours observed in the natural or built world. A8: Use the qualities of watercolour and acrylic paints to create visually interesting pieces. A9: Combine colours, tones and tints to enhance the mood of a piece.</p>	<p>Milestone 3 Cultural tradition in art Develop ideas and repeat skills:</p> <p>A1: Develop and imaginatively extend ideas from starting points throughout the curriculum. A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book. A3: Use the qualities of materials to enhance ideas. A4: Spot the potential in unexpected results as work progresses.</p> <p>Sculpture: (Mayan art-possible papier Mache masks-weaving for hair and features) How did the ancient Mayans express emotion? A14: Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. A15: Use tools to carve and add shapes, texture and pattern. A16: Combine visual and tactile qualities.</p> <p>Print: Learn how to Batik-Richard Kimbo (Rainforest scenes or creatures that inhabit there-bright layered colours and patterns. Block printing-repeating patterns of folk-art A23: Build up layers of colours. A24: Create an accurate pattern, showing fine detail. A25: Use a range of visual elements to reflect the purpose of the work.</p>	<p>Milestone 3 Art of Anatomy Develop ideas and repeat skills:</p> <p>A1: Develop and imaginatively extend ideas from starting points throughout the curriculum. A2: Collect information, sketches and resources and present ideas imaginatively in a sketch book. A3: Use the qualities of materials to enhance ideas. A4: Spot the potential in unexpected results as work progresses. Focus Drawing: Leonardo de Vinci-ball and socket approach to proportion) Albrecht Durer- line work and shading/ hands/rhino Sketching and shading portraits/buildings-half and half A19: Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). A20: Use a choice of techniques to depict perspective, shadows and reflection. A21: Choose a style of drawing suitable for the work (e.g. realistic or impressionistic).</p> <p>Textiles: Use of Durer's printing to create Tudor images Create Tudor Rose design to allow for stitching practice-add patterns and sew petals on with different stitch types A27: Show precision in techniques. A28: Choose from a range of stitching techniques. A29: Combine previously learned techniques to create pieces.</p>

	<p>A10: Use brush techniques and the qualities of paint to create texture.</p> <p>A11: Develop a personal style of painting, drawing upon ideas from other artists</p>		
DT	<p>Electrical Systems More complex switches/ circuits Electrical Systems – Monitoring and control</p> <p>Create a space station warning light system Design an alien detector - alarm mat</p> <p>DT9: Create circuits. Extend to electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips).</p> <p>DT10: Write code to control and monitor models or products.</p> <p>DT13: Use innovative combinations of electronics (or computing) and mechanics in product designs.</p> <p>DT17: Use prototypes, cross-sectional diagrams and computer aided designs to represent designs.</p> <p>DT19: Create innovative designs that improve upon existing products.</p> <p>D20: Evaluate the design of products so as to suggest improvements to the user experience. (see Andy for any programs for design)</p> <ul style="list-style-type: none"> • 	<p>Structures – Frame structures Create a 3D temple</p> <p>DT5: Cut materials with precision and refine with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <p>DT6: Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</p> <p>DT11: Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding).</p> <p>DT14: Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)</p> <p>DT15: Make products through stages of prototypes, making continual refinements.</p> <p>DT16: Ensure products have a high quality finish, using art skills where appropriate.</p> <p>DT18: Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.</p> <p>DT19: Create innovative designs that improve upon existing products.</p> <p>D20: Evaluate the design of products so as to suggest improvements to the user experience.</p>	<p>Food – Celebrating culture and products Tudor food (broth, pie, biscuits?)</p> <p>DT1: Understand importance of correct storage and handling of ingredients (use knowledge of micro-organisms).</p> <p>DT2: Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</p> <p>DT3: Demonstrate a range of basic/cooking techniques.</p> <p>DT4: Create and refine recipes, including ingredients, methods, cooking times and temperatures.</p> <p>DT14: Design with user in mind, motivated by service a product will offer (rather than simply for profit)</p> <p>DT15: Make products through stages of prototypes, making continual refinements.</p> <p>DT16: Ensure products have a high quality finish, using art skills where appropriate.</p> <p>D20: Evaluate the design of products so as to suggest improvements to the user experience.</p>

<p>Music</p>	<p>Bon Jovi - Livin' on a Prayer</p> <ul style="list-style-type: none"> • Learning the song • Listen and appraise other classic rock songs • Perform song <p>Classroom Jazz</p> <ul style="list-style-type: none"> • Look at Jazz in historical context • Learn the songs Three Note Bossa and The Five Note Swing • Play instruments and perform song <p>M1: Sing or play from memory with confidence.</p> <p>M2: Perform solos or as part of an ensemble.</p> <p>M3: Sing or play expressively and in tune.</p> <p>M5: Sing a harmony part confidently and accurately.</p> <p>M7: Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>M19: Use and understand simple time signatures.</p> <p>M20: Choose from a wide range of musical vocabulary to accurately describe and appraise music</p> <p>M21: Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>Adele - Make You Feel My Love</p> <ul style="list-style-type: none"> • Listen and appraise • Musical games • Perform <p>Will Smith - Fresh Prince of Bel Air</p> <ul style="list-style-type: none"> • Learn the song • Listen and appraise other hip-hop songs • Play instruments and improvise with the song • Perform <p>M1: Sing or play from memory with confidence.</p> <p>M2: Perform solos or as part of an ensemble.</p> <p>M3: Sing or play expressively and in tune.</p> <p>M4: Hold a part within a round.</p> <p>M5: Sing a harmony part confidently and accurately.</p> <p>M7: Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>M9: Create rhythmic patterns with an awareness of timbre and duration.</p> <p>M10: Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>M19: Use and understand simple time signatures.</p>	<p>Martha and the Vandellas – Dancing in the Street</p> <ul style="list-style-type: none"> • Listen and appraise • Play Instruments with the song, improvise with the song, compose with the song • Perform <p>Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Play instruments within the song • Improvisation using voices and instruments • Composition • Share and perform <p>M1: Sing or play from memory with confidence.</p> <p>M2: Perform solos or as part of an ensemble.</p> <p>M3: Sing or play expressively and in tune.</p> <p>M4: Hold a part within a round.</p> <p>M5: Sing a harmony part confidently and accurately.</p> <p>M6: Sustain a drone or a melodic ostinato to accompany singing.</p> <p>M7: Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p>M8: Create songs with verses and a chorus.</p>
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RE	<p>Being Human (Hinduism/Islam) How do Hindus reflect their faith in the way they live? How do Muslim teachings guide the way Muslims act in the world</p> <p>RE1: Explain how some teachings and beliefs are shared between religions. RE2: Explain how religious beliefs shape the lives of individuals and communities. RE3: Explain the practices and lifestyles involved in belonging to a faith community. RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. RE5: Show an understanding of the role of spiritual leaders. RE6: Explain some of the different ways that individuals show their beliefs. RE10: Explain why different religious communities may have different views of what is right and wrong.</p>	<p>Being Human (Christianity) In what ways does the Bible teach Christians to treat others?</p> <p>RE1: Explain how some teachings and beliefs are shared between religions. RE2: Explain how religious beliefs shape the lives of individuals and communities. RE3: Explain the practices and lifestyles involved in belonging to a faith community. RE6: Explain some of the different ways that individuals show their beliefs. RE7: Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. RE8: Explain own ideas about answers to ultimate questions. RE9: Explain why their own answers to ultimate questions may differ from those of others. RE10: Explain why different religious communities may have different views of what is right and wrong.</p>	<p>Expressing Beliefs through the Arts How do religious and non-religious people understand the value of creativity?</p> <p>RE1: Explain how some teachings and beliefs are shared between religions. RE4: Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. RE6: Explain some of the different ways that individuals show their beliefs. RE8: Explain own ideas about answers to ultimate questions. RE9: Explain why their own answers to ultimate questions may differ from those of others. RE12: Express their own values and remain respectful of those with different values.</p>

	<p>RE11: Show an awareness of morals, right and wrong beyond rules (wanting to act in a certain way despite rules).</p> <p>RE12: Express their own values and remain respectful of those with different values.</p>	<p>RE11: Show an awareness of morals, right and wrong beyond rules (wanting to act in a certain way despite rules).</p>	
PSHE	<p>Being me in my world Celebrating difference</p> <p>I can explain the differences between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and to support children who are being bullied.</p>	<p>Dreams and Goals Healthy me</p> <p>I can describe the dreams and goals of a young person in a culture different from mine and can reflect on how these relate to my own feelings.</p> <p>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</p> <p>I respect and value my body.</p>	<p>Relationships Changing me</p> <p>I can explain how to stay safe when using technology to communicate with my friends.</p> <p>I can recognise and resist pressures to use technology in ways that may be risky or cause harm.</p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I can express how I feel about the changes that will happen to me during puberty</p>