

Year 5 long term Plan

3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Power of reading text</p>	<p>Street child To help others less fortunate than themselves To show interest in, and understanding of, the way communities and societies function at a variety of levels (m) Article 8 – Every child has the write to an identity. Article 12 – Every child has the right to express their views. Article 24 –very child has the right to the best possible health. Article 32 – Children have the right to be protected from exploitation and work that is dangerous or harmful. Article 35 – Children must be protected from being sold or moved on illegally.</p>	<p>The Highwayman The Delivery To recognise the difference between right and wrong and to apply this understanding to their own lives To understand the consequences of their actions (m) Article 15 – Every child has the right to meet with other children. Article 19 – Children have the right to be protected from all forms of violence. Article 24 –very child has the right to the best possible health. Article 27 – Every child has the right to a standard of living that is good enough to meet their physical needs. Article 29 – Every child has the right to an education.</p>	<p>The Birds Butterfly Lion To respect the rights and property of others To help others less fortunate than themselves (m) Article 12 – Every child has the right to express their views. Article 13 – Every child has the right to freely express their thoughts and opinions. Article 15 – Every child has the right to meet with other children. Article 24 –very child has the right to the best possible health. Article 27 – Every child has the right to a standard of living that is good enough to meet their physical needs. Article 31 – Every child has the right to relax and play.</p>	<p>There’s a boy in the girl’s bathroom To take responsibility for own actions To understand the consequences of their actions (m) Article 8 – Every child has the write to an identity. Article 12 – Every child has the right to express their views. Article 13 – Every child has the right to freely express their thoughts and opinions. Article 15 – Every child has the right to meet with other children. Article 31 – Every child has the right to relax and play.</p>	<p>Greek myths To respect the rights and property of others To take responsibility for own actions (m) Article 8 – Every child has the write to an identity. Article 12 – Every child has the right to express their views. Article 13 – Every child has the right to freely express their thoughts and opinions. Article 31- Every child has the right to relax and play.</p>	<p>Cosmic To tell the truth To recognise the difference between right and wrong and to apply this understanding to their own lives (m) Article 13 – Every child has the right to freely express their thoughts and opinions. Article 24 –very child has the right to the best possible health. Article 31- Every child has the right to relax and play.</p>
<p>Writing skills for the year</p> <p>Article 28 and 29 – Every child has the right to an education.</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use semicolons to add clauses in to sentences Use expanded noun phrases to convey complicated information concisely Use devices to build cohesion, including adverbials of time, place and number Use modal verbs or adverbs to indicate degrees of possibility eg could, should Write sentences with different forms: statement, question, exclamation, command To use embedded subordinate clauses beginning with who, which, where, when, whose, Independently noting and developing initial ideas, drawing on reading and research where necessary to build writing To use a wide range of devices to build cohesion within and across paragraphs – golden thread To perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. When writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed When writing narrative writing, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Be able to identifying the audience for and purpose of the writing, selecting the appropriate form FOR THEIR OWN. choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words continue to distinguish between homophones and other words which are often confused spell some words with ‘silent’ letters</p>					

<p>Reading skills for the year</p> <p>Article 13 – Every child has the right to freely express their thoughts and opinions.</p> <p>Article 17 – Every child has the right to reliable information from the media.</p>	<p>Can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p> <p>Can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Can read books that are structured in different ways and reading for a range of purposes</p> <p>Is confident to make comparisons within and across books.</p> <p>Can learn a wider range of poetry by heart 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> <p>Child is checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Are independently asking questions to improve their understanding of text</p> <p>Can summarise the main ideas drawn from more than one paragraph, identifying key details to support their main ideas</p> <p>Can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions</p> <p>Can draw inferences justifying them with evidence from the text</p> <p>Can predict what might happen from both facts stated and implied in the text</p> <p>Can explain how language, structure and presentation contribute to meaning of the text as a whole</p> <p>Is confident to discuss how author’s use language, is used including figurative language, considering the impact on the reader</p> <p>Is confident to discuss and evaluate how author’s use language, including figurative language, is used considering the impact on the reader</p> <p>In non fiction is able to distinguish between statements of fact and opinion</p> <p>Can recommend books that they have read to their peers, giving reasons for their choices</p> <p>Is able to participate in discussions about books, building on their own and others’ ideas and challenging views courteously</p>					
<p>Science</p> <p>Article 12 – Every child has the right to express their views.</p> <p>Article 24 – Every child has the right to the best possible health.</p>	<p>Forces – in the context of Victorian design and manufacture</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>To develop a love for learning (c)</p>	<p>Victorian scientist study</p> <p>To develop an understanding of different cultures and beliefs (c)</p>	<p>Materials</p> <p>compare and group together everyday materials by property, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> know that some materials will dissolve in liquid to form a solution; describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes <ul style="list-style-type: none"> explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>To develop the skill to use all ones senses (sp)</p>	<p>Animals including humans</p> <p>describe the changes as humans develop to old age.</p> <p>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Use Christopher Winter SRE resources – see PSHE section</p> <p>Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>To develop a sense of enjoyment and fascination in learning about themselves (sp)</p>	<p>Life cycles</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals including sexual reproduction in animals and asexual reproduction in plants <p>Use Christopher Winter SRE resources – see PSHE section</p> <p>To develop a sense of enjoyment and fascination in learning about the world around them (sp)</p>	<p>Earth moon and space</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. <p>To participate in scientific opportunities (c)</p>

<p>History <u>Article 8</u> – Every child has the right to an identity. <u>Article 12</u> – Every child has the right to express their views. <u>Article 19</u> – Children have the right to be protected from all forms of violence.</p>	<p>Victorians Study the changing power of monarchs using Queen Victoria as a case study. To show interest in and understanding of the way communities and societies function (so)</p>			<p>The Greeks – including Greek astronomers A study of Greek life and achievements and their influence on the western world. To understand and appreciate cultural influences that have shaped their own heritage (c)</p>
<p>Geography <u>Article 24</u> – every child has the right to the best possible health. <u>Article 27</u> – Every child has the right to a standard of living that is good enough to meet their physical needs.</p>			<p>Kenya</p> <ul style="list-style-type: none"> Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of compass for direction. <p>To accept, respect and celebrate diversity as shown in attitudes to religious, ethnic and socio-economic groups in local, national and global communities (c)</p>	
<p>Art <u>Article 13</u> – Every child must be free to say what they think and receive information. <u>Article 31</u> - Every child has the right to take part in cultural and artistic activities.</p>	<p>William Morris designs - printing</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history To create sketchbooks to record their observations and use them to review and revisit their ideas <p>To participate in artistic opportunities (c)</p>	<p>Rennie Mackintosh/ Brunel</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history To improve their mastery of art and design techniques including drawing and painting with a range of materials <p>To develop high expectations and a positive attitude (m)</p>		<p>Greek sculpture – clay, Greek pots – Frescos (Minoan bull leaping) mosaic</p> <ul style="list-style-type: none"> To develop and awareness of different kinds of art, craft and design To improve their mastery of art and design techniques sculpture with a range of materials <p>To participate in technological and cultural opportunities (c)</p>
<p>DT <u>Article 12</u> – Every child has the right to express their views. <u>Article 28 and 29</u> – Every child has the right to an education.</p>			<p>CAM mechanisms linked to Kenya Understand and use mechanical systems in their products for examples, gears, pulleys, CAMS levers and linkages To participate in mathematical, technological and scientific opportunities (c)</p>	

<p>PSHE Objectives</p> <p>Article 12 Every child has the right to express their views.</p> <p>Article 13 Every child has the right to freely express their thoughts and opinions.</p> <p>Article 15 - Every child has the right to meet with other children.</p> <p>-To develop high expectations and a positive attitude (m)</p> <p>-Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>-Understand that life involves talking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>	<p>Week 1 Class Charter CT3 – 2 Rules and laws; different situations; making /changing rules. CT2–10. Listen and respond, raise concerns, respect /challenge views CT3 – 7. Rights, duties - home, school, community, environment CT3 – 3. Children have special rights set out in the UNCRC CT3 – 4. Universal rights to protect everyone over national law /family/ community practices. Articles12/13 right to express their thoughts and opinions.</p> <p>Week 2: P4C</p> <p>IN ICT Week 2 Well-being questionnaire 'All Together' (Anti-bullying alliance)</p> <p>Week 3 Building and sustaining friendships CT2 – 1. To recognise and care about other people's feelings CT2 – 12. To resolve disputes - negotiation / compromise CT1 -5. Achievement, strengths, improvement, aspirations, goals. CT1 – 6. Good / not so good feelings, vocabulary for feelings Article 15 Every child has the right to meet with other children.</p> <p>IN ICT Week 3: Update One-page profiles Article 12 right to have a say; view taken seriously</p> <p>Week 4: P4C</p> <p>Week 5 Christopher Winter Drugs & Alcohol (Y2 Lessons 1-3 as 1 lesson) *risk *hazardous substances *safety rules Drugs education CT1–16. habit; why hard to change CT1 – 17. substances and drugs damage health; legal, restricted and illegal, use / supply to others. Article 24 - right to the best possible health.</p> <p>Week 6: P4C</p> <p>Week 7: Christopher Winter Drugs & Alcohol (Y3 Lessons 1-3 as 1 lesson) *smoking and its effects *passive smoking 3*prevent starting smoking Drugs ed CT1–16.CT1–17. Article 24 - right to the best possible health.</p>	<p>Week 1: P4C</p> <p>IN ENGLISH Diversity - using PoR Texts Street Child and The Delivery CT2 – 13. Differences / similarities - family, cultural, ethnic, racial, religious diversity, age, sex, gender identity, sexual orientation, disability (Equality Act) Article 1– All children have all rights in UNCRC Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 2: 13th (link to anti-bullying week) 'No Outsiders' lesson 1 – picture book stimulus Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 – UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 3: 20th Christopher Winter Drugs & Alcohol (Y4Lessons 1-3 as 1 lesson) * the effect alcohol has on the body * risks related to drinking alcohol * how society limits the drinking of alcohol Drugs education CT1 – 16: 'habit'; why hard to change CT1 – 17. substances and drugs damage health; legal, restricted and illegal, use / supply to others. Article 24 - right to the best possible health</p> <p>Week 4: P4C</p> <p>Week 5: 'No Outsiders' lesson 2 – picture book Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 6: P4C</p> <p>Week 7: Christopher Winter Drugs & Alcohol Y5Lesson 1 *legal and illegal drugs, risks and effects Article 24 - right to the best possible health</p>	<p>Week 1: No Outsiders lesson 3 – picture book Equality Act: gender, race, disability, religion, belief, sexual orientation, gender reassignment Article 2 –UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>IN ENGLISH Bullying and Relationship PoR Text There's a Boy in the Girl's Bathroom CT2 – 18. All bullying and abuse CT2 – 13. Differences / similarities- family, cultural, ethnic, race, religion, age, sex, gender identity, sexual orientation, disability (Equality Act) CT1 – 14. when /how to ask for help; resist pressure if something dangerous/unhealthy/ makes them anxious or believe to be wrong CT2–15 recognise+ manage dares Article 1 and Article 2 Article 19 – Governments must ensure children are protected</p> <p>Week 2: P4C</p> <p>Week 3: Christopher Winter Drugs & Alcohol Y5 Lesson 2 *children's attitudes and beliefs about drug use and drug users Drugs education: CT1 – 16. the term 'habit'; why hard to change CT1 – 17. substances and drugs damage health; legal, restricted and illegal, use / supply to others. Article 24 - right to the best possible health</p> <p>Week 4: P4C</p> <p>Week 5: No Outsiders lesson 4 – picture book stimulus Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 –UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>Week 6: P4C</p> <p>Week 7: Christopher Winter Drugs & Alcohol Y5 Lesson 3 *strategies to resist drug use Drugs education: CT1 – 16. 'habit'; why hard to change CT1 – 17. substances and drugs damage health; legal, restricted and illegal, use / supply to others. Article 24 - right to the best health</p> <p>Also NSPPC CT2 – 9. 'Keeping secret'; when to 'break confidence' or 'share worry'. CT3 – 6. Consequences of anti-social / aggressive behaviours. Article 19 – Governments ensure children protected</p>	<p>Week 1: No Outsiders lesson 5 – picture book stimulus Equality Act: gender, race, disability, religion or belief or sexual orientation, gender reassignment Article 2 –UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>IN SCIENCE – Life Cycles CT1 – 3. Own choices about food, influences on choices, benefits of balanced diet CT1-19 Human reproduction CT1 –2. How to make informed choices (choices can be positive, neutral, negative); balanced lifestyle Article 24 –right to the best possible health.</p> <p>Week 2: P4C</p> <p>Week 3: Christopher Winter: SRE Y2 lesson 1 *male and female stereotypes Article 2-UNCRC for all, whatever race, religion, abilities, opinion, family</p> <p>IN ICT Online Safety CT2 – 14. Nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, prejudice-based language); how to respond and ask for help) CT2 – 18. Bullying and abuse in all forms (including prejudice-based bullying in person /online via text) Article 17 –right to reliable information from the media.</p> <p>Week 4: P4C</p> <p>Week 5: Christopher Winter: SRE Y3 lesson 2 *touch and personal space Article 19 – Governments must ensure children are protected</p> <p>Week 6: P4C</p> <p>Week 7: Christopher Winter: SRE Y4 lesson 1 *human lifecycle and body changes Article 17 –right to reliable information</p>	<p>(Drugs education – now see term 1 &2)</p> <p>Week 1: Christopher Winter: SRE Y4 lesson 2 *facts about puberty and name of body parts Article 17 –right to reliable information</p> <p>IN BIKEABILITY CT1 – 21. Strategies for keeping physically and emotionally safe including road safety (including cycle safety) Article 24 – Every child has the right to the best possible health.</p> <p>Week 2: P4C</p> <p>Week 3: Christopher Winter: SRE Y4 lesson 3 * puberty and reproduction – emotions CT1 – 18. How their body will, and emotions may, change as they approach and move through puberty Article 24 - right to the best possible health</p> <p>Week 4: P4C</p> <p>Week 5: Young Enterprise Scheme CT3 – 16. Enterprise and skills that make someone enterprising CT3 – 14. The role money plays in their own and others' lives, including how to manage money and being a critical consumer CT3 – 14. The concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. contribution to society through the payment of VAT) Article 13 – Every child must be free to seek and receive all kinds of information, as long as it is within the law</p> <p>Week 6: P4C</p> <p>Week 7: Christopher Winter: SRE Y5 lesson 1 * puberty and reproduction – emotions CT1 – 18. How their body will, and emotions may, change as they approach and move through puberty Article 24 - right to the best possible health</p>	<p>Week 1: Christopher Winter: SRE Y5 lesson 2 * puberty changes and reproductive organs CT1 – 18. How their body will, and emotions may, change as they approach and move through puberty Article 24 - right to the best possible health</p> <p>Week 2: P4C</p> <p>ON YEAR 5 RESIDENTIAL CT2 – 11. Work collaboratively towards shared goals Article 15 Every child has the right to meet with other children.</p> <p>Week 3: Christopher Winter: SRE Y5 lesson 3 * impact of puberty – hygiene – support CT1 – 18. How their body will, and emotions may, change as they approach and move through puberty Article 24 - right to the best possible health</p> <p>Week 4: P4C</p> <p>Week 5: SRE Hygiene CT1 – 12. Bacteria and viruses can affect health; following simple routines reduces spread. Article 24 – Every child has the right to the best possible health.</p>
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<p>SEAL</p> <p>UNICEF Article 12 – Every child has the right to express their views.</p> <p>Article 13 – Every child has the right to freely express their thoughts and opinions.</p> <p>Article 15 – Every child has the right to meet with other children.</p>	<p>New beginnings <u>Week 1:</u> Creating a community (linked to assembly story) * CLASS CHARTER LESSON (see PSHE above) <u>Week 2:</u> Exploring feelings <u>Week 3:</u> Welcoming and belonging <u>Week 4:</u> New beginnings <u>Weeks 5 to 7: ‘On-going activities’</u></p> <p>To respect the rights and property of others To be considerate to others</p>	<p>Getting on and falling out <u>Week 1:</u> Levels of friendship <u>Week 2:</u> Managing conflict Say no to bullying 13th-17th Nov <u>Week 3:</u> What is bullying? <u>Week 4:</u> Speaking and listening follow up Say no to bullying <u>Weeks 5 and 6:</u> Art and design, Mathematics or Citizenship follow-up Getting on and falling out <u>Week 7:</u> Making up <u>Week 8:</u> Revisiting anger</p> <p>To take responsibility for own actions (m)</p>	<p>Going for goals <u>Week 1:</u> Effective learners – the fourth son <u>Week 2:</u> Role models <u>Week 3:</u> Planning to reach a goal <u>Week 4:</u> Hall of Fame and Role of Honour <u>Week 5:</u> Applying what we have learned <u>Week 6:</u> Ongoing activities – questions for reflection and enquiry, review</p> <p>To tell the truth (m)</p>	<p>Good to be me <u>Week 1:</u> Feeling good about myself <u>Week 2:</u> Proud and boastful <u>Week 3:</u> Mixed feelings <u>Week 4:</u> Making choices <u>Week 5:</u> Agreeing and disagreeing <u>Week 6:</u> Understanding my feelings</p> <p>CT2 – 7. Their actions affect themselves and others To help others less fortunate than themselves (m)</p>	<p>Relationships <u>Week 1:</u> People around us <u>Week 2:</u> Embarrassed <u>Week 3:</u> Pick me up, don't put me down <u>Week 4:</u> Don't judge a book by its cover</p> <p>To develop high expectations and a positive attitude (m)</p>	<p>Changes <u>Week 1:</u> <i>Changes game:</i> AND Rounds: If I ran this school for a day I would change... If I were king for a day I would change... If I could change the world I would... <u>Week 2 to 3:</u> Common responses to change – Melanie's Journal <u>Week 4 to 6:</u> Understanding individual differences in our responses to change 1: Story A teacher of Year 1 children. 2. Scenarios - <i>Whose fault is it anyway?</i> 3. Devise and role-play situations in which they help a child settle into a new school</p> <p>To respect the rights and property of others (m)</p>
<p>VALUES Article 12 – Every child has the right to express their views. Article 13 – Every child has the right to freely express their thoughts and opinions. Article 15 – Every child has the right to meet with other children.</p>	<p>Belonging / Respect Article 1– Everyone under the age of 18 has all the rights in the UNCRC Article 2 – The UNCRC applies to everyone, whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.</p> <p>Friendship / Happiness Article 15 – Every child has the right to meet with other children.</p> <p>To respect the rights and property of others To be considerate to others</p>	<p>Freedom / Unity Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.</p> <p>Article 14: Every child has the right to think and believe what they want and to practise their religion.</p> <p>Peace/Love and Humility Article 8: Every child has the right to a name, a nationality and family ties. Article 20: Children must be looked after properly by their family or by people who respect their religion, culture and language.</p> <p>To take responsibility for own actions (m)</p>	<p>Honesty / Hope Article 17: We all have the right to accurate information from books, the internet, the media and other sources.</p> <p>Article 29: We all have the right to an education to develop our personalities and respect for others' rights.</p> <p>Simplicity / Trust Article 1: All children throughout the world have rights. Article 29: Education should teach children to respect the natural environment.</p> <p>To tell the truth (m)</p>	<p>Thoughtfulness / Understanding Article 28: Every child has the right to an education.</p> <p>Article 17: Every child has the right to reliable information that they can understand.</p> <p>Appreciation / Care and compassion Article 19: Children must be properly cared for, and protected from violence, abuse and neglect by anyone who looks after them.</p> <p>Article 24: Every child has the right to the best possible health. They must have good quality health care, clean water, nutritious food and a clean environment so that they can stay healthy.</p> <p>To help others less fortunate than themselves (m)</p>	<p>Confidence / Quality Article 29: Education must develop every child's personality, talents and abilities to the full. Article 14: Children have the right to think and believe what they want as long as it does not stop others from enjoying their rights.</p> <p>To develop high expectations and a positive attitude (m)</p>	<p>Fairness / Cooperation Article 15: Every child has the right to meet with other children and to join groups and organisations as long as this does not stop other people from enjoying their rights.</p> <p>Courage / Responsibility Article 29: Education must encourage respect for human rights, as well as respect for your parents, your own and other's cultures, and the environment.</p> <p>To respect the rights and property of others (m)</p>

<p>RE Article 12 – Every child has the right to express their views.</p> <p>Article 14 – Every child has the right to think and believe what they choose and also to practice their own religion.</p> <p>Article 30- Every child has the right to learn and use the language, customs and religions of their family.</p>	<p>How is the Christian faith expressed through worship?</p> <p>Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices relating to worship</p> <ul style="list-style-type: none"> • Empathy – identify with feelings such as love, wonder, forgiveness and sorrow; seeing the relevance of worship for a Christian and seeing issues from their point of view • Investigation: knowing how to gather information from a variety of sources e.g. buildings, symbolism, service elements • Interpretation: drawing meaning from the artefacts, works of art, music, poetry or symbolism used in Christian worship; interpreting religious language • Evaluation: debating the relevance of worship for a Christian • Analysis: distinguishing between the different expressions of worship • Application: making the association between Christian worship and its effects on individual & community life • Expression: explaining concepts, rituals and practices <p>To develop an understanding of different cultures and beliefs, including Christianity (c)</p>	<p>Why is light an important sign at Christmas?</p> <p>Reflecting on their own feelings about light and dark e.g. light and dark experiences; on those who are guiding lights or influences on lives</p> <ul style="list-style-type: none"> • Empathy: considering the thoughts and feelings of Simeon when he met the infant Jesus in the temple or the wise men as they followed the star; developing the ability to identify feelings such as love, wonder, forgiveness and sorrow • Investigating the religious meaning of light at Christmas & comparing it with light as a theme in other faiths • Interpreting by drawing meaning from the symbolism in the Christingle or painting. 'Christ the Light of the World'; interpreting religious language such as 'bringing light to the world' or 'The Light of the World'. • Synthesising by connecting light as a theme across religions • Expressing religious concepts and practices in relation to the symbolism of light <p>To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond (c)</p>	<p>How did it all begin?</p> <p>Reflection: Raise ultimate questions about the origin, meaning and purpose of the world and mankind.</p> <ul style="list-style-type: none"> • Empathy: Identify with feelings of wonder for the natural world; Listen respectfully to the views of others. • Interpretation: Suggest meanings for creation stories and their purpose, exploring the difference between 'how' and 'why' • Evaluation: Debate views about creation with reference to evidence and argument • Analysis – • Examine similarities and differences between creation stories from different religions • Application: Consider ideas of stewardship and responsibilities to care for the world. • Expression: Respond to ideas of beginnings and creation through dance or art <p>To develop imagination and to sense wonder and mystery in the world (sp)</p>	<p>How do we know what happened at Easter?</p> <p>Reflecting on ultimate questions which are raised by the Easter Story.</p> <ul style="list-style-type: none"> • Empathising by considering the beliefs and values of others; developing the ability to identify feelings such as love, wonder, forgiveness and sorrow as these issues are raised in the Easter Story; seeing the world through the eyes of others, and seeing issues from their point of view • Investigating by asking relevant questions about life after death; knowing how to gather information from a variety of sources e.g. the four gospels • Interpreting religious language and suggesting meanings of religious texts • Analysing by distinguishing between opinion and fact <p>To give responses to searching and puzzling questions (sp)</p>	<p>What do Muslims believe?</p> <p>Reflecting on the experiences, beliefs and practices of Muslim communities</p> <ul style="list-style-type: none"> • Empathy: considering the thoughts, feelings, experiences, attitudes, beliefs and values of others and seeing the world through the eyes of Muslims, and seeing issues from their point of view • Investigation – gather information about what Muslims believe from a variety of sources • Interpretation: drawing meaning from artefacts and symbolism; interpreting religious language and suggesting meanings of religious texts • Analysis: distinguishing between the features of different religions e.g. comparing Muslim prayer with how other faith communities pray and suggesting reasons why they might be different • Synthesis: linking significant features of religion together to gain a more complete understanding • Application: recognising how Muslim beliefs affect both individuals and communities <p>To show interest in and respect for different people's feelings and values (sp)</p>	<p>What are the five pillars of Islam?</p> <ul style="list-style-type: none"> • Analysis: Distinguishing between the features of different religions • Synthesis: Linking significant features of a religion together into a meaningful whole • Investigation: Knowing what may constitute evidence for justifying beliefs in religion • Empathy: Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others • Reflection: Reflecting on beliefs and practices <p>To be reflective about beliefs and values (sp)</p>
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<p>French – Rigolo 2 Article 13 – Every child has the right to freely express their thoughts and opinions. Article 30 - Every child has the right to learn and use the language, customs and religions of their family.</p>	Salut Gustave!	A'L'ecole	La nourriture	En Ville	En Vacances	Chez moi
<p>ICT Article 16 – Every child has the right to privacy. Article 17 – Every child has the right to reliable information from the media.</p>	<p>we are game developers developing an interactive game create original artwork and sound for a computer game To use imagination and creativity in learning (sp)</p>	<p>We are cryptographers to be familiar with semaphore and morse code and encrypt messages To realise that every individual can do something well and have something to offer (so)</p>	<p>We are artists fusing geometry and art to become familiar with techniques and tools of vector packages To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc. (c)</p>	<p>We are web developers creating a website for cyber safety to use and combine a variety of software to create a range of programmes To develop individual self-confidence (sp)</p>	<p>We are bloggers sharing experiences and opinions become familiar with a blog as a medium for writing To be sensitive to the needs and feelings of others (so)</p>	<p>we are architects creating a virtual space understand how designers and engineers work in 3d and use CAD as a design tool To interact positively across a range of situations (so)</p>
<p>Music Article 13 – Every child has the right to freely express their thoughts and opinions.</p>	<p>School value songs Play and perform in solo and ensemble contexts, using voices and playing musical instruments (recorder) with increasing accuracy, fluency, control and expression To participate in musical opportunities (c) Get Vocal</p>	<p>Christmas songs School value songs Christmas show To participate in musical opportunities (c) Get Vocal</p>	<p>Kenyan music and songs / recorders composing and singing. Use and understand staff and other musical notations – recorder Preparation for joint concert with Year 3 Kenya music and songs To develop an understanding of different cultures (c) To explore respect for cultural diversity (c) Get Vocal</p>		<p>Rap writing based around space travel Improvise and compose music for a range of purposes Learn about great composers Holst the planets - composer Rap writing To develop an awareness, recognition and appreciation of the Arts, i.e. Music (c) Get Vocal</p>	
<p>PE indoor Article 28 and 29 – Every child has the right to an education. Article 31 – Every child has the right to relax and play.</p>	<p>Country dance Perform dances with a range of movement patterns To use a range of social skills in different contexts (so)</p>	<p>Gym – flight Develop flexibility, strength, technique, control and balance To participate in sporting opportunities (c)</p>	<p>Gym – functional use of limbs Develop flexibility, strength, technique, control and balance To work as part of a group (so)</p>	<p>Line dancing Perform dances with a range of movement patterns To participate in artistic and sporting opportunities (c)</p>	<p style="text-align: center;">Athletics</p> <p>Take part in outdoor adventurous activities with challenge both individually and as a team To cooperate with others and resolve conflicts effectively (so)</p>	
<p>PE outdoor Article 28 and 29 – Every child has the right to an education.</p>	<p>Tag rugby Take part in outdoor adventurous activities with challenge both individually and as a team To recognise the difference between right and wrong</p>	<p>Netball Take part in competitive games and apply basic principles for attacking and defending To work as part of a group (so)</p>	<p>Football Take part in competitive games and apply basic principles for attacking and defending To exercise self-discipline (m)</p>	<p>Netball Take part in competitive games and apply basic principles for attacking and defending To cooperate with others and resolve conflicts</p>	<p>Tennis Take part in outdoor adventurous activities with challenge both individually and as a team To conform to rules and regulations to</p>	<p>Rounders Take part in outdoor adventurous activities with challenge both individually and as a team To show care and consideration for others e.g. sharing and turn</p>

<p>Article 31 – Every child has the right to relax and play.</p>	<p>and to apply this understanding to their own lives (m)</p>			<p>effectively (so)</p>	<p>promote order for the good of all (c)</p>	<p>taking (m)</p>
<p>Environment Article 24 – every child has the right to the best possible health and environment.</p>	<p>SEAL: New beginnings. Planting class bulbs as a symbolism of topic. To sense wonder and mystery in the world (sp)</p>		<p>Geography: Linking water pollution to health. Designing and understanding natural and man-made water filtration. To understand the consequences of their actions (m)</p>		<p>PSHE: Golden boot challenge/pollution To respect the rights and property of others To take responsibility for own actions (m)</p>	

Green text: SMSC

Blue text: UNCRC