Woodlands Primary School Curriculum Framework Overview Year 5

CURRICULUM DRIVERS	Community	Enterprise	Possibilities	Diversity/Spirituality	Enquiry/Knowledge of the World
Class Theme	Victorian Shropshire		Earth's Extreme / Memorable Mayans		Glorious and Gruesome Greeks
Visits	Oakengates Theatre-Pantomime Local Area-9 Men of Madeley		London-Residential Mayan experience		Exotic Zoo-visiting sch-Sci link
Subject area	AUTUMN TERM 1st Half	AUTUMN TERM 2nd Half	SPRING TERM 1st Half	SPRING TERM 2nd Half	SUMMER TERM 1st Half / SUMMER TERM 2nd Half
Writing opportunities	Biography- Queen Victoria Newspaper-9 Men of Madeley Non chron report -jobs for chn Vocab and imagery. Diary entry		Volcano Shape Poetry -Imagery: simile, metaphor, onomatopoeia (Vesuvius-Justin Coe) Explanation: How a volcano is formed and what causes eruptions. Newspaper The Pompeii disaster. Descriptive writing-short story in the style of 'Day of the Dead'		Non Chron report-Trojan Horse Character description – a Greek God Greek myth:
Geog/Hist	**Timeline from Edward the confessor to King Charles III, monarchs of the UK and the time period they ruled.** **Chronology**-Victorians on British History timeline and timeline of key Victorian dates. **Local History Study- Victorian era.** Introduce the main features of our locality and how this reflects national history focussing on the Victorian era. BLISTS HILL TRIP/ HERITAGE WALK-A. Darby's hose, miner's mound (Madeley 9 etc). **Significance and connections:** Industry and invention in the Victoria era. Research evidence of industry in Ironbridge-Victorian era (tar tunnels, china, mining etc.). What happened in our local area during this time period-related to industry. Famous inventors/thinkers of the Victorian era- which inventions are still used? Local History link-Charles Darwin. **Contrast:** How the lives of children in Victorian times differ to modern. Specifically schooling and jobs. Civilisation, Conflict, Monarchy, Power, Religion, Society, Invasion, Culture, Legacy, Achievement		Volcanoes: layers of Earth, identify ring of fire, position of other volcanoes and tectonic plates, land use around volcanic regions. Research volcanoes, including specific vocab (magma chamber, dormant etc), how volcanoes are formed. Use maps, atlases, globes, digital computer mapping, aerial photos etc. to locate volcanoes and describe their individual features. Research earthquakes-recap locational knowledge. · Location· Place and Space· Physical World· Human Environment Interdependence and Sustainability· Cultural Understanding· Scale.	**Chronology.** link this to British timeline (links to prior learning). Mayans span from the Bronze age to the Tudors! Mayan timeline of key events, Comparing Mayan and British history. Research: agriculture/farming, communities and religion/beliefs. Civilisation, Conflict, Monarchy, Power, Religion, Society, Invasion, Culture, Legacy, Achievement	**Chronology** – Ancient Greeks on timeline, connections to prior learning and other areas of history-set the context. **Ancient Greek Lives**: Farming, soldiers, religion, entertainment, study (link all of these to previous historical periods) **Ancient Greek achievements:** Philosophy, maths, astronomy, medicine **Greek influence on the Western World**: Olympic Games/Theatre/Myths and Legends/Language Civilisation, Conflict, Monarchy, Power, Religion, Society, Invasion, Culture, Legacy, Achievement

Quality Text	Horrible histories (William the Conqueror, Victoria, Henry, Elizabeth) Street Child Berlie Doherty. Silver: Walter DeLamare Oliver Twist.		Non-fiction Volcano books/ MAYAN Non Fiction Pompeii books Pompeii Escape from Pompeii: C. Balit MAYAN research_ https://www.bbc.co.uk/bitesize/topics/zq6svcw Hero Twins Rain Player		Non Fiction Ancient Greece Olympians Boxed Set: Zeus, Athena, Hera, Hades, Poseidon & Aphrodite Prometheus and Pandora –Language and Literacy Year 5 Who Let the God's Out : Maz Evans	
Mathematics	Number and Place Value **Target 1** Addition and Subtraction **Targets 1 and 2** Multiplication and Division **Targets 1, 4 and 5 (Multiples and short multiplication)** Multiplication and Division **Targets 1, 5 and 6 (Factors)** FDP: Fractions **Target 1** FDP: Decimals Targets **9 and 10**	Number and Place Value **Targets 2 and 3** Addition and Subtraction **Targets 1, 2 and 4 (Subtraction)** Multiplication and Division **Target 4** Multiplication and Division **Targets 7 and 10** FDP: Fractions **Target 7** ASSESSMENT WEEK	Number and Place Value **Targets 4 and 5** Number and Place Value **Targets 3 and 5** Multiplication and Division **Targets 2, 3, 8, 9, 10 and 11** FDP: Fractions **Target 3** Shape **Targets 1 and 8** Position	Multiplication and Division **Targets 11 and 12** FDP: Fractions **Targets 2 and 7** FDP: Decimals **Targets 4 and 8** Measurement **Targets 1 and 7** Shape **Targets 2, 4, 5 and 6** Statistics **Target 2**	FDP: Fractions **Target 5** FDP: Percentages **Target 11** Measurement **Target 3** Shape **Targets 3 and 7** Measurement **Target 4**	Measurement **Target 6** FDP **Targets 6 and 12** Measurement **Target 5** Measurement **Targets 8 and 9** Statistics **Target 1**/Measure **Target 2** ASSESMENTS
Science	Materials		Forces	Earth and Space	Living things in their habitats	Animals including Humans.
Art Line Shape Colour Form Value Texture space	Outcome: Mixed Media Self Portrait Type: Abstract/Collage Artist: Chila Kumari Singh Burman Skills Focus: Painting and Mixed Media 1.Poem Portrait 2.Developing Drawings 3.Self Portraits 4.Changinf Faces 5.Mixed Media Portraits	Outcome: Queen Victoria Portrait Piece Type: Collograph Printmaking Artist: Teis Albers Skills Focus: Drawing 1.Space Imagery 2.Drawing Decisions 3.Ties Albers 4.A Vision of the Futures 5.Revisiting Ideal	Outcome: Mayan Monument Type: Architecture/Abstract Art Artist: Hadid/Hundertwasser Skills Focus: Craft and Design 1.Be an Architect 2.Hundertwasser 3.Monument		Outcome: Instillation Art-Forest School Type: Instillation Art/Contemporary Artist: Cai Guo-Qiang Skills Focus: Sculpture and 3D 1.What is Installation Art 2.Space and Scale 3.Everyday Amazing 4.Creative Concepts 5.Viewer Experience	
D & T Mechanism Join Structure Material functionality	**Structures: Bridges (Ironbridge)** 1.Arch and beam bridges – explore hoe to reinforce and improve strength. 2. Build spaghetti truss bridges 3, Build a wooden bridge. 4. Finalise bridges and evaluate		**Mechanical systems: Making a pop up book (Volcano book)** 1.Design a pop up book 2. Follow design brief to make pop up book. 3. Using layers and spacers to cover working mechanisms. 4. Writing and illustrating product for target user.		**Food: What could be healthier?** 1.From farm to fork 2. What does healthy food look like? 3. Adapting and improving a recipe 4. To complete a food product (Bolognese)	
Computing **Online safety** When Charlie McButton Lost Power by Suzzanne Collins	**Digital Literacy** Vector Drawing 1.The drawing tools 2.Create a vector drawing 3.Being effective 4.Layers and objects 5.Manipulating objects 6.Get designing	**Digital Literacy** Video editing 1.What is video? 2.Identifying devices 3.Using a device 4.Featurtes of an effective video 5.Importing and editing video 6.Video evaluation	**Information technology** Sharing info 1.Systems 2.Computer systems and us 3.Transferring info 4.Working together 5.Better working together 6.Shared working	**Information technology** Flat-file databases 1.Creating a paper based database 2.Comp data bases 3.Using a data base 4.Using search tools 5.Comparing data visually 6.Databases in real life	**Computer Science** Selection in physical computing 1.Connecting crumbles 2.Combining output devices 3.Controlling with conditions 4.Starting with selection 5.Drawing designs 6.Writing and testing algorithms	**Digital Literacy** Vector Drawing 1.The drawing tools 2.Create a vector drawing 3.Being effective 4.Layers and objects 5.Manipulating objects 6.Get designing
Music	Charanga yr 5 unit 1 'Livin' on a Prayer' – classic rock song. Dimensions of music, singing, playing instruments, improvisation, and composition. 6 x lessons across the term.		Charanga yr 5 unit 4 'The Fresh Prince of Bel-Air' – Hip-Hop, integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. 6 x lessons across the term.		Recapping correct playing technique and revising notes B A G D E F C and high D Identifying the three notes on the stave – staff notation	

	Cross Curricular: Earthquakes and Volcanoes: use as a stimulus to compose a piece of music?		Cross Curricular: History – Tudor Pavane (links to PE, Dance)		Cross Curricular: Art – using a piece of Art as a stimulus for a piece of music. Guided Reading – song lyrics	
Physical Education	Multi sports Term 1 Functional fitness	Dance-around the world Rugby	Gymnastics Basketball	Multi sports Term 2 Hockey	Cricket Handball	Athletics OAA
Personal development	Family and relationships 1.Build a friend 2.Friendship skills 3.Marriage 4.Respecting myself 5.Family life 6.Bullying 7.Stereotyping: Gender 8.Stereotypes: Race and religion	Health and Wellbeing 1.Relaxation: Yoga 2.The importance of rest 3.Embracing failure 4.Going for goals 5.Taking responsibility for my feelings 6.Healthy meals 7.Sunsafety	Safety and the changing body 1.Online friendships 2.Staying safe online 3.Puberty 4.Menstruation 5.Emotional changes in puberty 6.First Aid: Bleeding 7.Alcohol, drugs and tobacco: Making decisions	Citizenship 1.Breaking the law 2.Rights and responsibilities 3.Protecting the planet 4.Contributing to the community 5.Pressure groups 6.Partiament	Economic wellbeing 1.Borrowing 2.Income and expenditure 3.Risks with money 4.Proiritising spending 5.Stereotypes in the workplace Use any remaining weeks to invite in guests who might help challenge gender stereotypes e.g. female mechanic, male nurse	Transition Roles and responsibilities
Secrets of Success	Work hard Try New things	Concentrate Push yourself	Imagine – focus on aspirations, inspirational role models and possibilities for your future.	Improve	Understand others	Don't give up
RE Substantive Concepts Celebrations /festivals Ethics and moral code Caring Forgiveness Community Peace Sacrifice/suffering	Unit 21: Temptation: What can we learn from Muslims and Christians?	Unit 22: Prayer: Asking questions and seeking answers.	Unit 23: Values – What Matters Most		Unit 24: Christian Aid and Islamic Relief: Can they change the world?	
MFL	<u>Welcome to our school- super learners</u> Welcome to our school	<u>My local area, your local area</u> Robots, commands, actions Shops, signs , directions Let's sparkle Xmas poem	<u>Family tree and faces</u> Epiphany time again Meet the alien family	<u>Celebrating carnival/body parts</u> Carnival of animals Body parts and aliens Alien family "Easter egg hunt"	<u>Feeling unwell/ Jungle animals</u> I don't feel well Walking through the jungle (story and rhyme) plus dragons and unicorns – fantastical animal descriptions	<u>Summer time</u> Weather plus Enormous Turnip performance story Ice creams and simple ice cream roleplay

<u>YEAR 5 CURRICULUM OBJCTIVES:</u>

ENGLISH	**<u>Reading – word reading</u>**

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.

Reading – comprehension

maintain positive attitudes to reading and understanding of what they read by:
- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- 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

recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning 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
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing – transcription

Spelling (see English Appendix 1)
- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus.

Handwriting and presentation
- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Writing – composition

_identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- draft and write by:
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- ensuring the consistent and correct use of tense throughout a piece of writing

	ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. **Writing – vocabulary, grammar and punctuation** develop their understanding of the concepts set out in English Appendix 2 by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading.
MATHEMATICS	**Number – number and place value** read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 solve number problems and practical problems that involve all of the above read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Number – addition and subtraction** add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Number – multiplication and division** identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Number – fractions (including decimals and percentages)** compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number for example, 2/5 + 4/5 = 6/5 = 1 1/5 add and subtract fractions with the same denominator and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, 0.71 = 71/100]

	recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with two decimal places to the nearest whole number and to one decimal place read, write, order and compare numbers with up to three decimal places solve problems involving number up to three decimal places recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. **Measurement** convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. **Geometry – properties of shapes** identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (σ) identify: angles at a point and one whole turn (total 360σ) angles at a point on a straight line and 2 1 a turn (total 180σ) other multiples of 90σ use the properties of rectangles to deduce related facts and find missing lengths and angles distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Geometry – position and direction** identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Statistics** solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables.
SCIENCE	**Living things and their habitats** 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. **Animals, including humans** describe the changes as humans develop to old age. **Properties and changes of materials** compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through 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 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. **Earth and space** 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. **Forces** 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.

	Working scientifically *** During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.
PE	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] perform dances using a range of movement patterns take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming and water safety** swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.
GEOGRAPHY	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Locational knowledge** locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
HISTORY	**changes in Britain from the Stone Age to the Iron Age** Examples (non-statutory) This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture **the Roman Empire and its impact on Britain**

	Examples (non-statutory) This could include: Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity **Britain's settlement by Anglo-Saxons and Scots** Examples (non-statutory) This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne **the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** Examples (non-statutory) This could include: Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws and justice Edward the Confessor and his death in 1066 **a local history study** Examples (non-statutory) a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. **a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066** Examples (non-statutory) the changing power of monarchs using case studies such as John, Anne and Victoria changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day a significant turning point in British history, for example, the first railways or the Battle of Britain **the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China** **Ancient Greece – a study of Greek life and achievements and their influence on the western world** **a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.**
DESIGN AND TECHNOLOGY	**Design** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world **Technical knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

	understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. **Nutrition** understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
ART	produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.
MUSIC	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.
PSHE	**Developing confidence and responsibility and making the most of their abilities** a. to recognise what they like and dislike, what is fair and unfair, and what is right and wrong; b. to share their opinions on things that matter to them and explain their views; c. to recognise, name and deal with their feelings in a positive way; d. to think about themselves, learn from their experiences and recognise what they are good at; e. how to set simple goals. **Preparing to play an active role as citizens** a. to take part in discussions with one other person and the whole class; b. to take part in a simple debate about topical issues; c. to recognise choices they can make, and recognise the difference between right and wrong; d. to agree and follow rules for their group and classroom, and understand how rules help them; e. to realise that people and other living things have needs, and that they have responsibilities to meet them; f. that they belong to various groups and communities, such as family and school; g. what improves and harms their local, natural and built environments and about some of the ways people look after them; h. to contribute to the life of the class and school; i. to realise that money comes from different sources and can be used for different purposes. **Developing a healthy, safer lifestyle** a. how to make simple choices that improve their health and wellbeing; b. to maintain personal hygiene; c. how some diseases spread and can be controlled; d. about the process of growing from young to old and how people's needs change; e. the names of the main parts of the body; f. that all household products, including medicines, can be harmful if not used properly; g. rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe. **Developing good relationships and respecting the differences between people** a. to recognise how their behaviour affects other people; b. to listen to other people, and play and work cooperatively; c. to identify and respect the differences and similarities between people;

	d. that family and friends should care for each other; e. that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. a. take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well); b. feel positive about themselves (for example, by having their achievements recognised and by being given positive feedback about themselves); c. take part in discussions (for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'); d. make real choices (for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly); e. meet and talk with people (for example, with outside visitors such as religious leaders, police officers, the school nurse); f. develop relationships through work and play (for example, by sharing equipment with other pupils or their friends in a group task); g. consider social and moral dilemmas that they come across in everyday life (for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues); h. ask for help (for example, from family and friends, midday supervisors, older pupils, the police.)
MFL	listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Computing	design, write and debug programs that accomplish specific goals, including 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 use search technologies effectively, appreciate how results are selected and ranked, 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 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.