

Year 5/6 Autumn – Cycle 1

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Animals Including Humans</p>	<p>As humans grow older, our bodies, brains and what we can do with them change and develop.</p> <p>The period before a human is born is called the prenatal period. In this period the cells inside of a woman’s uterus grow and develop into an embryo and then a foetus.</p> <p>The period it takes for a foetus to be ready for birth is called the gestation period. For humans, this is roughly nine months but is different for other animals.</p> <p>When a human is born, it is called a baby or infant.</p> <p>During childhood, humans develop rapidly – they grow quickly, learn to walk and talk and gradually become more independent.</p> <p>During adulthood, humans reach their peak fitness and strength. They also become capable of reproducing.</p> <p>During old age, humans experience a gradual decline in their fitness and health and lose the ability to reproduce. They may have greying hair or hair loss.</p> <p>Although all humans follow this pathway, our bodies may not all grow at</p>	<p>Describe the changes humans go through during the gestation period.</p> <p>Compare human gestation period with those of other animals, spotting patterns where possible.</p> <p>Describe the changes humans go through from birth to old age.</p> <p><u>Relevant Working Scientifically Skills</u></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Report and present 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.</p>	<p>Prenatal Gestation period Embryo Foetus Baby Infant Child Adolescent / teenager Adult Old age Growth Fitness Strength Ability Independence Appearance Reproduce Decline Investigation Prediction Research Measurement Variable Data Information Conclusion</p>

		the same rate – some of us may grow quicker or slower than others.		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand prenatal development and how human gestation periods compare to other animals (PC: Pregnancy) 2) To understand the changes we go through in childhood 3) To understand the changes we go through in adulthood 4) To understand the changes we go through in old age (PC: Age) 5) To research and present data on how human bodies grow as we age (for example, measuring the height of children in different year groups) 			
	<p>Au2: Earth and Space</p>	<p>The Sun is a star at the centre of our solar system. It provides all of the planets with heat and light.</p> <p>There are eight planets which orbit the Sun: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was classified as 'dwarf planet' in 2006).</p> <p>The Sun's gravity keeps the planets in orbit.</p> <p>The farther a planet is away from the Sun, the longer it takes to orbit the star and the less heat and light it receives.</p> <p>The Sun, Earth, Moon and other planets are all approximately spherical in shape.</p> <p>The inner planets (Mercury, Venus, Earth, Mars) are rocky, while the outer planets (Jupiter, Saturn, Uranus, Neptune) are gas giants or ice giants.</p> <p>The time it takes to orbit the Sun is a year.</p> <p>The Earth rotates on its axis, which is an imaginary line running from the North Pole to the South Pole. One full rotation</p>	<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>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><u>Relevant Working Scientifically Skills</u></p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Report 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.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Space</p> <p>The Earth</p> <p>The Sun</p> <p>The Moon</p> <p>Mercury</p> <p>Venus</p> <p>Mars</p> <p>Jupiter</p> <p>Saturn</p> <p>Uranus</p> <p>Neptune</p> <p>Pluto</p> <p>Solar system</p> <p>Star</p> <p>Planet</p> <p>Dwarf planet</p> <p>Moon</p> <p>Spherical</p> <p>Orbit</p> <p>Gravity</p> <p>Rotate</p> <p>Day</p> <p>Month</p> <p>Year</p> <p>Axis</p> <p>Daylight</p> <p>Night-time</p> <p>Geocentric model</p> <p>Heliocentric model</p> <p>Telescope</p> <p>Sun clock</p>

of the Earth takes 24 hours, resulting in day and night.

The side of the Earth facing the Sun experiences daylight, while the side facing away experiences night-time.

The Moon orbits the Earth approximately every 27.3 days (roughly one month).

The phases of the Moon (new moon, crescent, first quarter, gibbous, full moon, and back) are caused by the changing positions of the Moon, Earth, and Sun.

The Moon's gravity affects the Earth, causing tides – the rise and fall of ocean levels.

Ancient civilizations believed in a geocentric model (Earth at the centre). Nicolaus Copernicus proposed the heliocentric model (Sun at the centre) in the 16th century.

Galileo Galilei used a telescope in the 17th century to observe moons orbiting Jupiter, supporting the heliocentric model.

Sequence of Lessons:

- 1) To how the planets in our solar system orbit the Sun
- 2) To understand how the Earth's rotation creates night and day
- 3) To understand how the Moon orbits the Earth and the effects this has
- 4) To understand how our understanding of the solar system has improved over time
- 5) To use our understanding of the solar system to create a simple time-telling device (shadow clocks)

History

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>The Anglo Saxons and The Vikings</p>	<p>Around the 5th century, the Roman Empire was weakening and eventually abandoned Britain. This created a power vacuum and left Britain vulnerable to invasions.</p> <p>The Anglo-Saxons, who were made up of tribes from modern-day Germany, Denmark, and the Netherlands, were looking for new land to farm. They were attracted to Britain's fertile land and mild climate.</p> <p>Some of the native Britons invited the Anglo-Saxons to help defend against other invaders, like the Picts and Scots. In return, they were granted land to settle in.</p> <p>The Anglo-Saxons divided Britain into seven main kingdoms: Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.</p> <p>Each kingdom was ruled by a king who was advised by a group of thanes. There were often wars between the kingdoms.</p> <p>The kingdoms had their own laws which were enforced through fines and punishments which were often very violent.</p> <p>The early Anglo-Saxons were pagans and believed in many gods and goddesses. They worshipped natural elements like trees, rivers, and stones, believing these held spirits or divine powers.</p>	<p>Develop a clear understanding of the order of the topics and eras that they have studied.</p> <p>Annotate a timeline with historical terms and facts.</p> <p>Understand how some historical events or eras occurred concurrently in different locations</p> <p>Describe changes within a historical period considering social, political, cultural and technological changes.</p> <p>Appreciate that there can be a number of causes for events in the past.</p> <p>Debate and discuss different opinions about historical causes and effects.</p> <p>Understand that there can be many versions of the same events in history.</p> <p>Draw together and analyse a wide range of sources (both primary and secondary) to form arguments about the past.</p> <p>Look at two versions of the same events identifying how they are similar/different.</p> <p>Recognise that not all sources are equally valid, and that some evidence may come from propaganda or opinion.</p>	<p>Anglo-Saxon Roman Empire Tribes Fertile land Mild climate Attack Defend Invade Settle Migrate Kingdom King Thane / advisor Law Punishment Pagan Nature God Christian Missionary Convert Rome Raid Lindisfarne Method Farm Leisure Norman Conquest Battle of Hastings</p>

In the late 6th and early 7th centuries, Christian missionaries, such as St. Augustine, were sent from Rome to convert the Anglo-Saxons.

Various Anglo-Saxon kings converted to Christianity and encouraged their people to do the same. Anglo-Saxons began to follow Christian practices such as attending church services and celebrating Christian holidays like Easter and Christmas.

The Vikings, seafaring warriors from Scandinavia (modern-day Norway, Denmark, and Sweden), first raided Britain in 793 CE, attacking the monastery at Lindisfarne. This marked the beginning of the Viking Age in Britain.

The Vikings continued to raid coastal monasteries and settlements, seeking treasure, resources, and slaves.

The Anglo Saxons attempted many methods of stopping the Vikings: strengthening their towns, paying the Vikings, building a navy and giving away land.

Despite their fearsome reputation, many Vikings settled in Britain, built towns, farmed and took part in leisure activities.

In 1066, Britain was invaded by William the Conqueror, leader of the Normans from France. He became king after winning the Battle of Hastings.

Continue to build on prior knowledge to gain a more detailed understanding of a wider range of substantive concepts and start to recognise that some concepts, such as technology, will be different across different periods of history.

	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand why the Anglo Saxons migrated to Britain 2) To understand how the Anglo Saxons divided and ruled Britain (BV: Democracy / The Rule of Law) 3) To investigate Anglo-Saxon religion and how it changed over time 4) To learn about the Viking invasion of Britain and the Anglo-Saxon response 5) To learn what life was like for Viking settlers in Britain 6) To understand how Anglo-Saxon and Viking rule ended in Britain 			
Geography	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
	<p>Biomes, Climate Zones and Vegetation Belts</p>	<p>A biome is a large area characterised by its vegetation, soil, climate, and wildlife.</p> <p>A climate zone is an area with a specific set of predictable weather conditions.</p> <p>A vegetation belt is area that is just characterised by its plant species.</p> <p>There are four major types of biomes found on land: deserts, forests, grasslands and tundra. Some of these biomes can be further divided into more specific categories.</p> <p>Deserts are dry areas with little rainfall. They can be either cold or hot, although most of them are found in subtropical areas. There is not much biodiversity found in deserts - any wildlife must have special adaptations for surviving in a dry environment.</p> <p>Forests are areas dominated by trees. They contain much of the world's biodiversity, including insects, birds, and mammals. The three major forest biomes are temperate forests, tropical forests, and boreal forests. These forest types occur at different latitudes, and</p>	<p>Be able to identify the position of the Tropics of Cancer and Capricorn, latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Begin to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p> <p>Making models, annotated drawings and field sketches to record observations.</p> <p>Drawing freehand maps (e.g. of a site they have visited).</p> <p>Recording selected geographical data on a map or large-scale plan, using colour or symbols and a key.</p> <p>Collecting, analysing and presenting quantitative data in charts and graphs.</p> <p>Relate maps to each other and to vertical aerial photographs.</p> <p>Use the index and contents page of atlas.</p> <p>Use thematic maps for specific purposes.</p> <p>Know that purpose, scale, symbols and style</p>	<p>Biome Climate zone Vegetation belt Climate Wildlife Animal Vegetation Human conditions Desert Rainfall / precipitation Temperature Tropical Subtropical Biodiversity Adaptation Forest Temperate forest Tropical forest Boreal forest Latitude Longitude Equator Grassland Savanna Tundra Moss Lichen Permafrost Lifestyle Adapt</p>

		<p>therefore experience different climatic conditions.</p> <p>Grasslands are open regions that are dominated by grass and have a warm, dry climate. Tropical grasslands (savannas) are found closer to the equator and can have a few scattered trees. Temperate grasslands are found further away from the equator and do not have any trees or shrubs.</p> <p>A tundra has extremely inhospitable conditions including very low temperatures. They also have a low amount of precipitation, as well as poor quality soil nutrients and short summers. The tundra does not have much biodiversity and vegetation is simple, including shrubs, grasses, mosses, and lichens. This is partly due to a frozen layer under the soil surface, called permafrost.</p> <p>Humans have to adapt their lifestyles depending on the biome they live in. This may affect their diet, clothing, housing and jobs.</p> <p>Humans have changed biomes in huge ways by building settlements which have often led to a huge destruction in both plant and animal wildlife.</p>	<p>are related.</p> <p>Appreciate different map projections.</p> <p>Use 4 and 6-figure coordinates to locate features.</p> <p>Use latitude and longitude in an atlas or globe.</p> <p>Make sketch maps of an area using symbols and key.</p> <p>Appreciate maps cannot show everything.</p> <p>Use standard symbols.</p> <p>Use maps to research factual information about locations and features.</p>	<p>Diet</p> <p>Clothing</p> <p>Housing</p> <p>Jobs</p> <p>Settlements</p> <p>Urban</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn about the climate, wildlife and human conditions in desert regions 2) To learn about the climate, wildlife and human conditions in forest regions 3) To learn about the climate, wildlife and human conditions in grassland regions 4) To learn about the climate, wildlife and human conditions in tundra regions 5) To conduct a piece of fieldwork: what biome do we live in? 			

Theme	Knowledge	Skills	Key vocabulary and concepts
<p>Pulleys</p>	<p>A pulley is a simple machine that helps lift or move heavy objects more easily. It consists of a wheel with a groove around it and a rope or a belt that runs through the groove.</p> <p>Pulleys make it easier to lift heavy objects that you couldn't lift with just your muscles. They help you use less force.</p> <p>When you pull on one end of the rope, the wheel turns, and it makes it easier to lift something heavy attached to the other end of the rope.</p> <p>Pulleys have been used for thousands of years, dating back to ancient civilizations like the Egyptians and Greeks, who used them to build large structures like the pyramids.</p> <p>Pulleys can be found in many devices. For example, cranes, flagpoles and window blinds.</p> <p>When we design a product or device, it is important that we choose a set of design criteria that it should meet to be judged successful. We should then think about the materials and tools needed for construction.</p> <p>After making a device or product, it is important to test and evaluate it to decide whether it has met the design criteria.</p>	<p>Develop design criteria for a product, considering time and the availability of resources.</p> <p>Generate a number of initial ideas which include information about materials, tools and potential problems.</p> <p>Develop and communicate these ideas through annotated diagrams, templates, mock-ups and cross-sectional diagrams providing detailed information about how their product will work.</p> <p>Develop an ordered plan for the steps they will take to create their product considering how long the process will take and which steps will be more challenging.</p> <p>Choose tools and utensils giving explanations that consider the safety of their choices. Make measurements using a range of units independently and accurately (nearest cm and mm).</p> <p>Select from a range of materials and components according to their functional properties, aesthetic qualities and cost whilst discussing the disadvantages of others in these terms.</p> <p>Independently cut and score materials with precision and neatness.</p> <p>Join and combine materials accurately selecting the adhesives they will use and explaining their choices.</p>	<p>Pulley Simple machine Wheel Groove Rope Belt Load Force Building Structures Crane Flagpole Window blinds Design criteria Plan Diagram Materials Components Annotate Process Safety Measurement Units Method Tools Adhesive Structure Strengthen Free-standing Efficiency</p>

			<p>Evaluate their products against detailed design criteria giving reasons for their thoughts and building these ideas into subsequent plans.</p> <p>Reflect upon a product's development and make adjustments in line with the design criteria to improve their design.</p> <p>Understand and explain the iterative process and that this sometimes requires repeating stages of the design cycle, sometimes building this into their own practice.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures using techniques such as folding, rolling, corner supports and trusses in order to create more useful characteristics of products, explaining their choices and the effects they believe they will produce.</p> <p>Use mechanical systems in their products including pulleys, levers, linkages gears and cams.</p> <p>Explain how mechanical systems work and how they could be improved to work more efficiently.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand how pulleys work and investigate their uses 2) To practise making simple pulleys 3) To collaboratively create a set of design criteria and plan a device using a pulley 4) To make my device using a pulley 5) To test and evaluate my device 				
Art	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p>Charcoal Portraits (Leonardo Da Vinci)</p>	<p>Leonardo da Vinci was a famous artist and inventor from Italy who lived about 500 years ago.</p> <p>People call Leonardo da Vinci a "Renaissance Man" because he was good at so many different things, like painting, science, and engineering.</p> <p>He studied the human body and made detailed drawings of muscles, bones, and organs. This helped doctors understand how our bodies work.</p> <p>Many of Leonardo's paintings such as the Mona Lisa are incredibly famous and still viewed today.</p> <p>Despite his many artworks being painted in oil paint, he often also worked in charcoal to complete sketches and mock-ups.</p> <p>Charcoal is a black, crumbly material that comes from burning wood or other organic materials.</p> <p>Charcoal is great for making shadows and blending because you can smudge it with your fingers or a cloth to create soft, smooth areas. It can also make very dark, bold lines, which are perfect for creating strong contrasts in a drawing.</p> <p>Even though charcoal is dark, you can erase it with a special kneaded eraser to make highlights or correct mistakes.</p> <p>To keep charcoal drawings from smudging, artists often use a special spray called "fixative" to protect their artwork.</p>	<p>Understand and explain that art is a way in which people from all cultures and times have expressed themselves and that it is practised in many ways which have developed over time giving examples based on the artists they have studied and how the use of artistic media has changed.</p> <p>Learn about and explain the work of a range of artists, the ways in which they have created art, the artistic movements they belonged to, key details from their life stories and how they influenced others.</p> <p>Understand and explain why learning new skills is an important part of the artistic process, make comments about how their own skills are developing, their next steps and how these skills are linked to the work of the artists being studied.</p> <p>Experiment with and purposefully select different drawing materials such as pencils, crayons, chalk, pastels, charcoal, felt tips and fine liners giving reasons for their choices based on the qualities of different media and the effects they want to achieve.</p> <p>Draw lines of varying length, thickness and tone with sustained control and understand and explain which types of materials are suitable, including pencils of different degrees of hardness, explaining their choices in relation to the desired effects.</p> <p>Draw a range of shapes with control and accuracy, including awareness of some shapes having a third dimension, and use these to create increasingly complex compositions which show an awareness of proportion.</p>	<p>Leonardo da Vinci Artist Inventor Engineer Renaissance Drawing Painting Oil paint Charcoal Shadows Blending Smudging Hatching Cross-hatching Stippling Scribbling Line Shape Texture Tone Colour Shade Proportion Sketch book Plan Annotate Evaluate</p>
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		<p>When creating an artwork, it is important to study the work of others, create a number of our own plans and evaluate our outcomes to think about how we could improve.</p>	<p>Confidently create texture and pattern when drawing using a range of techniques such as hatching, cross-hatching, stippling, scribbling, smudging and blending to create a sense of light and shadow with an explanation of the desired effects.</p> <p>Understand, explain, describe and imitate the different drawing styles of a range of artists and incorporate these into their own unique style providing explanations of their choices with reference to the desired effects.</p> <p>Understand that sketch books are a way of generating, developing and evaluating ideas and use them in their own projects including detailed annotations about their feelings towards their work and its features including colour, line, shape, form and space and its relation to the work of celebrated artists.</p> <p>Develop a plan for a final piece based on several initial ideas, the media being used and the artist being studied including information about colour, line, shape, form and space.</p> <p>Create realistic drawings and sketches from actual objects, 2D representations and their own imagination from a number of perspectives commenting on their choice of techniques, desired effects</p> <p>Discuss and write detailed evaluations of their own work and the work of others giving opinions about likes and dislikes and making comments about similarities and differences with reasons based on colour, line, shape, form and space, including information about the stylistic conventions of the artist being studied.</p>	
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	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn about the life of Leonardo Da Vinci and evaluate his artworks (PC: Sexual orientation) 2) To practise using a range of drawing techniques linked to the use of charcoal and the composition of faces 3) To make a series of annotated plans for my final piece 4) To begin working on my final piece 5) To complete and evaluate my final piece 			
Computing	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Systems and Searching</p>	<p>A digital system is a set of electronic devices that are connected together to perform a task.</p> <p>These connections can be physical (such as using wires) or electronic (such as Bluetooth or WIFI).</p> <p>Creating a digital system can help us perform many different tasks easily and quickly.</p> <p>Search engines are websites or apps that are used to find information on the internet (a digital system).</p> <p>Search engines work by inputting words or questions. The search engine then scans the internet looking for relevant websites linked to the inputs.</p> <p>Search engines do not always return the results we are looking for and it is essential to refine the inputs to make them more specific.</p> <p>A web crawler is a special computer program that searches the internet to find and collect information from websites. It works like a digital robot,</p>	<p>Explain that systems are built using a number of parts.</p> <p>Describe the input, process, and output of a digital system.</p> <p>Explain that computer systems communicate with other devices.</p> <p>Identify tasks that are managed by computer systems.</p> <p>Identify the human elements of a computer system.</p> <p>Explain the benefits of a given computer system.</p> <p>Explain how to keep my personal information safe online.</p> <p>Explain why we need tools to find things online.</p> <p>Recognise the role of web crawlers in creating an index.</p> <p>Relate a search term to the search engine's index.</p> <p>Describe how search engines select results.</p>	<p>System</p> <p>Digital</p> <p>Electronic</p> <p>Input</p> <p>Process</p> <p>Output</p> <p>Devices</p> <p>Communicate</p> <p>Search engine</p> <p>Search term</p> <p>Results</p> <p>Links</p> <p>Google</p> <p>Bing</p> <p>Web crawler</p> <p>Index</p> <p>List</p> <p>Rank</p> <p>Generate</p> <p>Rules</p> <p>Criteria</p> <p>Content creator</p>

	<p>exploring web pages, reading the text, and following links to other pages.</p> <p>This helps search engines, like Google, organise and show the best results when people look for information online.</p> <p>Some searches will generate more results than others – this is due to the amount of information about certain topics compared to others on the internet.</p> <p>Search engines select results based on a number of criteria and rules.</p> <p>Content creators can influence how their webpages rank in a search by carefully selecting the vocabulary they include.</p>	<p>Order a list by rank.</p> <p>Explain that a search engine follows rules to rank results.</p> <p>Give examples of criteria used by search engines to rank results.</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explain that computers can be connected together to form systems 2) To recognise the role of computer systems in our lives 3) To identify how to use a search engine 4) To describe how search engines select results 5) To describe how search engines select results 		
	<p>Au2: Video Production</p>	<p>A video is a series of moving images, sometimes with sound, that tells a story or shows information.</p> <p>Videos can be used for entertainment, education, and communication.</p> <p>Common features include the title, opening credits, scenes, transitions, special effects, background music, and closing credits.</p> <p>Videos may have different shots such as close-ups, wide shots, and medium</p>	<p>Explain that video is a visual media format identify features of videos.</p> <p>Compare features in different videos.</p> <p>Know what to do if I see any content online that makes me feel uncomfortable.</p> <p>Identify and find features on a digital video recording device.</p> <p>Experiment with different camera angles make use of a microphone.</p> <p>Suggest filming techniques for a given purpose.</p>

		<p>shots which can change the mood and focus of a video.</p> <p>Video creators may use different lighting and special sound or visual effects to enhance their content.</p> <p>The key features on a digital video recording device may include the power button, record button, zoom controls, playback screen and microphone.</p> <p>There may also be a menu to adjust settings like the resolution and frame rate.</p> <p>Some devices have inbuilt microphones others need an additional device connected.</p> <p>Depending on the purpose of the video, a range of filming techniques may be used.</p> <p>A storyboard allows creators to plan their video before filming.</p> <p>After a video is filmed, it can be edited using tools such as cut, copy, paste and trim. Changes can also be made to smooth over transitions, adjust the brightness, change the contrast and select the correct volume.</p>	<p>Capture video using a range of filming techniques.</p> <p>Review how effective my video is.</p> <p>Outline the scenes of my video.</p> <p>Decide which filming techniques I will use create and save video content.</p> <p>Store, retrieve, and export my recording to a computer.</p> <p>Explain how to improve a video by reshooting and editing.</p> <p>Select the correct tools to make edits to my video.</p>	<p>Bird's eye view Lighting Sound effects Visual effects Power button Record button Zoom control Playback screen Microphone Menu Resolution Frame rate Storyboard Plan Prepare Edited Cut Copy Paste Trim Transition Brightness Contrast Volume</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explain what makes a video effective 2) To explain what makes a video effective 3) To capture video using a range of techniques 4) To create a storyboard 5) To identify that video can be improved through reshooting and editing 				

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: Class Teacher: Gymnastics</p>	<p>Gymnastics is an Olympic sport that requires a combination of strength, flexibility, coordination, and balance.</p> <p>At competitions, judges award points to gymnasts for performing good quality travelling, balancing, rolling, and jumping.</p> <p>Travelling is moving from one point to another.</p> <p>Balancing is the action of holding a still position for a set amount of time.</p> <p>Rolling is a type of travel in gymnastics - moving from one point to another.</p> <p>Jumping is an important aspect in gymnastics.</p> <p>Travelling, balancing, rolling and jumping can be used on their own or to link together actions into a sequence.</p> <p>A sequence is a set of gymnastic movements performed in a set order. Gymnasts plan and prepare these in advance.</p> <p>Hand apparatus are used by gymnasts to give their sequences more flair. These may include hoops or ribbons.</p> <p>When using any equipment in gymnastics, it is important to follow instructions from the teacher to remain safe.</p>	<p>Perform more complex balances, including balances that require supporting own body weight.</p> <p>Understand the meaning of travelling with purpose, control and finesse.</p> <p>Explain and perform the steps to a quality of a Safety roll.</p> <p>Further develop ways of travelling into and out of a roll.</p> <p>Link a range of movements with fluency and finesse.</p> <p>Perform more complex jumps and jump combinations.</p> <p>Combine and perform gymnastic actions, shapes and balances more fluently and effectively.</p> <p>Explore a range of apparatus and incorporate some into a routine</p> <p>Perform in front of an audience confidently.</p>	<p>Gymnastics Gymnast Strength Flexibility Coordination Travel Pathway Balance Hold Roll Safety roll Jumping Movements Transfer Fluency Sequence Combination Plan Prepare Apparatus Equipment</p>

<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To travel with confidence choosing different pathways 2) To travel fluently on the floor and on or off apparatus 3) To perform a safety roll 4) To perform more complex balances 5) To link more complex movements, such as jump to roll 6) To create and perform a routine on apparatus 				
	<p>Au1: PE Specialist: Football</p>	<p>Football is a team sport that is played in countries all around the world. 2 teams of 11 players play the game on a 'pitch' and compete to score goals by kicking the ball into the other team's goal.</p> <p>All players must listen to the referee who ensures everyone is following the rules.</p> <p>There are a number of skills that need to be learnt to be successful at football.</p> <p>Passing is kicking the ball to a team mate to keep possession of the ball – it is best done with the inside of the foot.</p> <p>Dribbling is moving with the ball using your feet to keep control of it.</p> <p>Tackling is taking the ball from an opponent – this can only be done without touching the other player.</p> <p>Shooting is kicking the ball with the aim of scoring a goal. The goalkeeper can try to stop this by using their hands – they are the only player who can do this.</p>	<p>Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate.</p> <p>Participate in competitive games, modified where appropriate.</p> <p>Perform skills (e.g. passing, dribbling, tackling and shooting) with accuracy, confidence and control whilst developing technique.</p> <p>Choose when to dribble, when to pass and when to shoot.</p> <p>Keep possession of the ball when faced with opponents.</p> <p>Apply basic principle for attacking – use a variety of tactics to keep possession of the ball.</p> <p>Apply basic principle for defending – use a variety of tactics to gain possession of the ball.</p> <p>Choose different formations to suit the needs of the game</p> <p>Learn how to evaluate and recognise success.</p>	<p>Football Ball Pitch Goal Player Attacker Defender Goalkeeper Referee Passing Dribbling Tackling Shooting Technique Accuracy Confidence Control Possession Teamwork Formation Tactics</p>

	<p>Passing and moving into space are effective skills for attacking and keeping possession of the ball.</p> <p>Marking and tackling are effective skills for defending and regaining possession of the ball.</p>	<p>Understand how physical activity can contribute to a healthy lifestyle.</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn and practise a range of physical movements needed in football 2) To learn how to pass and receive a ball effectively 3) To learn and apply a set of skills for effective attacking 4) To learn and apply a set of skills for effective defending 5) To combine and perform previously learnt skills in a game situation 6) To apply previously learnt skills to work as a team in a game situation 		
	<p>Au2: Class Teacher: Dance</p>	<p>Dance involves movements of the body with rhythm, usually to music.</p> <p>Dance can be performed alone, with a partner or within a group.</p> <p>A group of dancers is called a troupe.</p> <p>Instead of using words, we can use dance as a way of expressing ourselves and our feelings.</p> <p>It is important to be able to identify and move to the beat and the rhythm of a song.</p> <p>A canon is a set of movements performed one line at a time.</p> <p>Tutting is a style of street dance modelled after 'Egyptian hieroglyphics'. It involves moving the body and limbs in a synchronised, robotic manner to the rhythm of the music. Movements are often short and precise.</p>	<p>Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.</p> <p>Perform a range of movements accurately with a sense of rhythm – tutting and canon.</p> <p>Move showing expressive qualities.</p> <p>Dance using a range of movement patterns.</p> <p>Be inspired by music and different stimuli.</p> <p>Use basic compositional principles when creating dances – combining movements fluently and effectively.</p> <p>Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.</p> <p>Create and structure sections of dance.</p> <p>Work effectively as part of a team.</p>

		<p>Dance routines are made up of a series of different linked movements or actions.</p> <p>Designing a dance is called choreography.</p> <p>Someone who designs dances is called a choreographer.</p> <p>Once a dance has been choreographed and practised, it can be performed – this takes confidence and preparation.</p> <p>Dance also improves our fitness, gives us better coordination, and helps us to connect with other people.</p>	<p>Perform to an audience.</p> <p>Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.</p> <p>Explain how their bodies react and feel when taking part in different activities and undertaking different roles.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explore timing and the beat of a piece of music 2) To improve coordination and cooperation when dancing 3) To perform movements accurately and with a sense of rhythm 4) To perform movements accurately and in unison with others 5) To work in a group to create dance motifs 6) To perform movements to an audience with rhythm and confidence 				
	<p>Au2: PE Specialist: Netball</p>	<p>Netball is fast-paced and requires fitness, speed and accuracy.</p> <p>Most junior games have 5 players per team, but senior teams have 7 players.</p> <p>Points are scored by shooting the ball into the opposite team's net.</p> <p>Players must not travel with the ball and must stay in particular areas of the court, therefore teamwork is important</p> <p>Different players have different jobs which require different skills.</p>	<p>Know the difference between attacking and defending skills.</p> <p>Know how to mark and defend your goal.</p> <p>Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.</p> <p>Pass the ball in a variety of different ways with confidence and control.</p> <p>Increase accuracy and confidence of passing and shooting skills.</p> <p>Find ways to help attack.</p>	<p>Netball</p> <p>Ball</p> <p>Player</p> <p>Explore</p> <p>Control</p> <p>Speed</p> <p>Direction</p> <p>Pass</p> <p>Chest Pass</p> <p>Bounce Pass</p> <p>Technique</p> <p>Aim</p> <p>Passing</p> <p>Teamwork</p> <p>Shoot</p> <p>Score</p>

RE		<p>There are a number of different ways to pass the ball.</p> <p>It is important to move into space to help team mates when attacking.</p> <p>Marking an opponent is staying with them – it is an important defending skill.</p>	<p>Mark an opponent.</p> <p>Keep possession of the ball when faced with opponents.</p> <p>Work together as a team, showing good awareness of others.</p> <p>Use tactics in game situations.</p> <p>Identify strengths and weaknesses of your own and other performances and explain your reasoning.</p> <p>Begin to understand how muscles work and explain how the body reacts to physical activity.</p>	<p>Accuracy</p> <p>Power</p> <p>Attacking</p> <p>Defending</p> <p>Space</p> <p>Marking</p> <p>Breathing</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To practise a range of movements needed for netball 2) To learn, practise and develop a range of passing techniques 3) To learn, practise and develop a shooting technique 4) To learn and practise a range of defending techniques 5) To apply a range of key skills in a game situation 6) To use teamwork and tactics in a game situation 			
RE	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: Why do Hindus want to be good?	<p>'Hinduism' is a European word for describing a diverse religious tradition that developed in what is now northern India. People within the tradition itself often call Hinduism 'Sanatan Dharma', which means 'Eternal Way' and describes a complete way of life rather than a set of beliefs.</p> <p>Hinduism is a very broad religion and there are lots of different interpretations and belief.</p>	<p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.</p>	<p>Hindu</p> <p>Hinduism</p> <p>Religion</p> <p>Tradition</p> <p>India</p> <p>Sanatan Dharma</p> <p>Interpretations</p> <p>Beliefs</p> <p>Values</p> <p>Brahman</p> <p>Atman</p> <p>Dharma</p> <p>Karma</p> <p>Samsara</p>

		<p>Brahman is the Hindu idea of God or the 'ultimate reality'.</p> <p>Atman is the innermost essence of a person in Hinduism. It's like their true self or soul. Hindus believe that each person's atman is eternal and part of the larger universal spirit, called Brahman.</p> <p>Dharma is the duties a Hindu should follow in their life. There are various types of dharma for a Hindu. Some are personal duties and some are eternal duties, meaning that they are for everyone.</p> <p>Karma is the idea that what you do comes back to you. If you do good things, good things happen to you, and if you do bad things, bad things might happen.</p> <p>Samsara is the cycle of life, death, and rebirth in Hinduism. It's like a big circle where souls are born, live, die, and then get born again. This cycle keeps going until the soul reaches enlightenment and breaks free.</p> <p>Moksha is when someone's soul is finally free from the cycle of birth, death, and rebirth. It's finding eternal peace and happiness, where the soul merges with the divine</p> <p>Hindus believe that there are four aims to life (purusharthas): dharma: religious or moral duty; artha: economic development, providing for family and society by honest means; kama: regulated enjoyment of the pleasures and beauty of life; moksha: liberation</p>	<p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>	<p>Moksha Reincarnation Aims Journey Stages Duties Honesty Non-violence Forgiveness Patience</p>
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		<p>from the cycle of birth and rebirth/ reincarnation.</p> <p>Hindus might describe life as a journey towards moksha; Hindu life is also part of a journey through different stages (ashramas), each with different duties: student, householder, retired person, renouncer.</p> <p>Hindus typically hold ten values. These include, honesty, non-violence, forgiveness and patience.</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To identify and explain some key Hindu beliefs (brahman, atman, dharma, karma, samsara and moksha). 2) To explore the Hindu story 'The Man in the Well' and how it links to Hindu beliefs 3) To make connections between the beliefs of Hindus, how they try to live and our own goals 4) To make connections between the duties of Hindus, their four stages of life and our own responsibilities 5) To reflect on how Hindu beliefs and values can make a difference to the world (BV: Mutual Respect / Tolerance) <p>NB: Emphasise the following at the start of all lessons: BV (Mutual Respect / Tolerance) PC (Religion or Belief)</p>				
	<p>Au2: Why do Christians believe Jesus was the Messiah?</p>	<p>The Bible is split into two books: The Old and The New Testament. The Old Testament is concerned with events before the birth of Jesus and the new Testament afterwards.</p> <p>In the Old Testament, the 'People of God' (Jewish people) had been exiled from their homeland and were waiting for a saviour.</p> <p>Christians believe Jesus was sent as a saviour (Messiah) for the sins of the world. These sins had their roots in 'The Fall'. This is the story in the Bible in which Adam and Eve were exiled from the Garden of Eden for disobeying God.</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p>	<p>Christianity Christian Jesus God The Bible The Old Testament The New Testament Judaism Jew Exiled Saviour Messiah Sin Adam and Eve The Garden of Eden Disobey Incarnation Christmas Celebration</p>

		<p>Christians believe that Jesus was the incarnation of God – this means ‘God in the flesh’.</p> <p>However, Jewish people do not believe that Jesus was sent as a saviour.</p> <p>Texts from the Old Testament tell us about what type of Messiah Jewish people hoped for.</p> <p>Texts from the New Testament tell us about what type of Messiah Christians believe they had received.</p> <p>Christmas is the Christian celebration of the birth of Jesus, and therefore the arrival of the Messiah.</p> <p>Many Christians believe that the original meaning of Christmas has been lost.</p>	<p>Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers.</p>	<p>Tradition Non-religious Secular Atheist</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand the Christian idea of Jesus as the Messiah 2) To use text from the Old Testament to investigate what type of saviour Jesus was hoped to be 3) To use text from the New Testament to investigate whether Jesus met the expectations of the Messiah 4) To investigate how Christians express their beliefs about Jesus being the Messiah at Christmas 5) To reflect upon how the Christian idea of Jesus as the Messiah relates to problems in the world today <p>NB: Emphasise the following at the start of all lessons: BV (Mutual Respect / Tolerance) PC (Religion or Belief)</p>			

PSHE	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: Being Me in My World	<p>Setting goals is an excellent way of pushing ourselves to learn and achieve new things.</p> <p>When we face challenges, they can make us want to give up. However, there</p>	<p>Set realistic goals, break them down into manageable steps, identify possible obstacles and reflect on how to face challenges positively.</p> <p>Identify and explain how other people can help us to achieve our goals and face challenges.</p>	<p>Goal Challenge Resilience Persevere Strategy Right Responsibilities</p>

		<p>are a number of strategies for how we can face them.</p> <p>A right is something that other people should not stop us from doing or having.</p> <p>A responsibility is something we should do to make sure we are kind to others.</p> <p>The United Nations has thought up a set of rights that all children should have.</p> <p>Some children face challenges to their learning. These may be for a number of reasons. For example, disability, war or conflict, racism, sexism or poverty.</p> <p>A class charter is a set of rights and responsibilities that every member of a class agrees upon and pledges to follow.</p> <p>Work collaboratively means working with one another. This sometimes involves voting, which is a form of democracy.</p> <p>Working collaboratively can be tricky. There are many ways that someone's behaviour can affect the rest of the group both positively and negatively.</p> <p>It is important to stay safe online. One way to do this is to adjust our privacy settings to restrict who can see our content and also to set strong passwords.</p>	<p>Explain the difference in rights and responsibilities and discuss how these may be different for certain people, for example, children.</p> <p>Identify the challenges and obstacles that some children in other parts of the world may face that could prevent them from becoming successful learners.</p> <p>Work collaboratively with others to make decisions, finding ways to avoid conflict and strategies for coping with disappointment.</p> <p>Reflect on how our own and others' behaviour can have both a positive and negative affect on a group of people.</p> <p>Explain the importance of privacy settings and strong passwords in keeping us safe online.</p>	<p>Unite Nations Child Adult Disability War Racism Sexism Poverty Class charter Collaboratively Vote Democracy Disappointment Behaviour Positive Negative</p>
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Sequence of Lessons:

- 1) To learn how to set goals and reflect on how to face challenges
- 2) To understand my rights and responsibilities as a child (BV: The Rule of Law / Individual Liberty)
- 3) To reflect on some of the barriers children face to learning (PC: Age / Disability / Race / Religion / Sex)
- 4) To work collaboratively to decide on a class charter (BV: Democracy)

5) To understand how someone's behaviour can affect a group

6) Online Safety: Sheffield Scheme: Passwords (C3) To understand how passwords and privacy settings can keep us safe

Au2: Celebrating Difference

Someone's 'culture' is how they live their life. It might include their beliefs, their language, their diet and many other things.

Sometimes, people's cultural difference can cause disagreement or conflict – it's important that we try to resolve these and show tolerance and respect to each other.

Racism is treating someone in a negative way because of the colour of their skin. Being racist can be against the law.

Bullying is being deliberately unkind to someone on several occasions to make them feel upset.

Bullying can be direct. This means being unkind to someone with them being there.

Bullying can also be indirect. This means being unkind to someone without them being there.

Spreading rumours or calling someone unkind names can be a form of bullying.

Children in other parts of the world don't always have similar lives to our own. Sometimes children in the same country can have very different lives.

When people are online, they can behave very differently to how they would normally behave off line.

Recognise cultural differences, why they sometimes cause conflict and suggest ways of overcoming this.

Find reasons to celebrate cultural differences and explain why diversity is a positive thing.

Explain why tolerance and respect for others, despite their differences, is important for communities to get along.

Explain what racism is, what it might look like, the effects it can have and strategies for challenging it.

Explain what bullying, articulate the difference between direct and indirect bullying and think of examples of what it can look like.

Explain a range of strategies for dealing with bullying and the importance of informing a trusted adult.

Recognise similarities and differences between the lives of children living in different parts of the world and identify the challenges they might face.

Recognise that people's behaviour may be different on and offline and explain why.

Explain a number of strategies for dealing with abusive behaviour online.

Culture
Cultural
Belief
Language
Diet
Conflict
Resolve
Tolerance
Respect
Racism
Racist
Law
Bullying
Deliberate
Direct
Indirect
Rumours
Similarity
Difference
Challenge
Poverty
Lifestyle
Opportunities
Online
Offline
Anonymity
Abusive
Strategy
Report
Flag
Trusted adult

		If someone is unkind or abusive online, there are a number of strategies for dealing with them.		
	<p>Sequence of Lessons:</p> <p>1) To understand that cultural differences can sometimes cause conflict (BV: Tolerance / Mutual Respect)</p> <p>2) To understand what racism is (BV: Tolerance / Mutual Respect / Individual Liberty) (PC: Race)</p> <p>3) To understand that rumour spreading and name calling can be a form of bullying</p> <p>4) To understand the difference between direct and indirect bullying</p> <p>5) To make comparisons between my life and the lives of children abroad (BV: Mutual Respect / Tolerance) (PC: Race)</p> <p>6) Online Safety: Sheffield Scheme: Behaviour Online (S2) To understand that people behave differently on and offline</p>			
Music	Theme	Knowledge	Skills	Key vocabulary and concepts
	Au1: Introduction to Glockenspiel	<p>The glockenspiel is a percussion instrument composed of a set of tuned metal bars arranged in the fashion of a keyboard. It is played by striking the bars with mallets, producing a bright, bell-like sound.</p> <p>The bars are arranged in a similar pattern to the keys on a piano, with the lower-pitched bars on the left and higher-pitched bars on the right.</p> <p>The glockenspiels we use in school have the 'natural notes': A, B, C, D, E, F and G. They do not include the sharp and flat notes which mean some melodies can't be played on them.</p> <p>We can record notes using 'musical notation'. This requires using a 'musical stave' and different symbols.</p> <p>A musical rhythm is pattern of sounds and silences. We make the sounds with</p>	<p>Learn about new techniques in music explore and experiment with them.</p> <p>Create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc.</p> <p>Maintain a strong sense of pulse and I know when the performance is going out of time. Maintain good posture when playing or singing</p> <p>Make up music by organising musical ideas into simple structures which match my task (the context and purpose).</p> <p>Explore different time signatures and tempos and explain why they might have been chosen by their composer.</p> <p>Give opinions about their own and others' music sensibly and justify these well. Pick out strengths and weaknesses their own and other's work.</p>	<p>Instrument Glockenspiel Percussion Tuned Bars Mallets Keyboard Piano Pitch High Low Natural notes Sharp Flat Musical notation Musical stave Symbols Rhythm Tempo Sequence Melody Compose</p>

		<p>our bodies (for example, by clapping) or with an instrument.</p> <p>A sequence of musical notes is called a melody. Melodies can be played at different tempos (speeds) or in different rhythms.</p> <p>When we think of and write rhythms, melodies or songs, we are 'composing' music.</p>	<p>Make specific comments and justify these well.</p> <p>Identify notes on a staff and recognise note and rest values and use this knowledge to read, play and compose music (crotchets, quavers, semibreves, minims).</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To be able to identify and play notes on a glockenspiel 2) To be able to play simple rhythms on a glockenspiel using one note 3) To be able to play a sequence of notes and experiment with different rhythms 4) To learn the melody to a simple song (Twinkle Twinkle Little Star) 5) To compose a simple melody of my own and provide feedback to others 				
	<p>Au2: Carols: Silent Night</p>	<p>"Silent Night" (originally "Stille Nacht, heilige Nacht" in German) was composed in 1818 by Franz Xaver Gruber, with lyrics by Joseph Mohr.</p> <p>"Silent Night" has become one of the most famous and beloved Christmas carols worldwide. It has been translated into numerous languages and is a staple in Christmas celebrations across different cultures and traditions.</p> <p>Appraising music means explaining the sounds we can hear, how they make us feel and our personal opinions.</p> <p>A melody is a sequence of notes chosen to be played in order. The tempo of a song is how fast or slow it is played.</p> <p>A musical rhythm is pattern of sounds and silences. We make the sounds with</p>	<p>Listen carefully to and evaluate a range of live and recorded music from different traditions, genres, styles and times and respond appropriately to the context.</p> <p>Notice details about different aspects of music and communicate thoughts and feelings through discussion, movement, sound-based and other creative responses including the visual arts.</p> <p>Give opinions about their own and others' music sensibly and justify these well. Pick out strengths and weaknesses their own and other's work.</p> <p>Make specific comments and justify these well.</p> <p>Play and sing with a consistent and appropriate tone, accurate tuning and good breath control.</p> <p>Sing and play with a clear sense of the style of the music</p>	<p>Instrument Glockenspiel Percussion Tuned Bars Mallets Listen Appraise Opinion Mood Instruments Melody Notes Natural notes Sharp Flat Tempo Rhythm Experiment Improvise Rehearse Perform Feedback</p>

<p>our bodies (for example, by clapping) or with an instrument.</p> <p>Improvising with a piece of music means making our own changes to certain elements of it – for example, the melody or rhythm.</p> <p>Before we perform a piece of music, it is important to ensure we have rehearsed it – this means practising the piece of music so we are prepared.</p>	<p>Maintain a strong sense of pulse and I know when the performance is going out of time.</p> <p>Maintain good posture when playing or singing</p> <p>Make up music by organising musical ideas into simple structures which match my task (the context and purpose)</p> <p>Create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc.</p> <p>Work well in a group and show respect for other children by listening to their ideas and suggestions, adopting or adapting these to match the task (e.g. to explore different moods, structures and purposes).</p> <p>In performance and rehearsal, show increasing confidence, expression, skill and level of musicality and an ability to take on different roles.</p> <p>Make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements.</p> <p>Adjust a part when working as a musician with others (e.g. being quieter / louder when appropriate).</p>	
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Sequence of Lessons:

- 1) To listen and appraise a number of versions of the same song
- 2) To learn the melody to our song
- 3) To experiment with tempo and rhythm with our song
- 4) To experiment and improvise with the melody to our song
- 5) To rehearse and perform our song

French

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Au1: On Holiday</p>	<p>The preposition that precedes a country when you say “I’m going to X” depends on the gender of the country. If it’s masculine, use “<i>je vais au X</i>”; if it’s feminine, use “<i>je vais en X</i>”; and if it’s plural, use “<i>je vais aux X</i>”.</p> <p>“<i>Le pays de Galles</i>” (“Wales”) only needs a capital “<i>G</i>”, but you might sometimes see it written with a capital “<i>P</i>”, too.</p> <p>“<i>Où vas-tu en vacances?</i>” is an inverted question — the verb “<i>vas</i>” comes before the subject “<i>tu</i>”.</p> <p>A “<i>gîte</i>” is a furnished holiday home that people can rent — they are usually found in the countryside.</p> <p>“<i>Qu’est-ce que</i>” is added to the front of sentences to turn them into an open question.</p> <p>Adjectives generally go after the noun in French.</p> <p>“<i>Des vagues</i>” (“some waves”) and “<i>du sable</i>” (“some sand”) can’t be quantified — this is why they have “some” in front of them.</p> <p>Most nouns just have an additional “<i>s</i>” on the end to make them plural, but “<i>bateau</i>” (“boat”) and “<i>château</i>” (“castle”) need an “<i>x</i>” to make them plural.</p>	<p>Recognise and use some basic holiday vocabulary in spoken and written sentences.</p> <p>Understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help.</p> <p>Be able to prepare and deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure.</p> <p>Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics.</p> <p>Use the names of a number of countries.</p> <p>Use the names for different types of holiday accommodation.</p> <p>Use vocabulary associated with the zoo, beach and theme park.</p> <p>Use the perfect past tense.</p>	<p>Preposition Gender Masculine Feminine Capital letter Question Answer Inverted Noun Verb Adjective Singular Plural Pronunciation Regular Irregular Translate</p> <p>French vocabulary about: Holidays Destinations Countries Holiday accommodation The zoo Animals The beach Theme parks</p>

	<p>The pronunciation of regular plurals tends to be the same as the singular versions — the final “s” is silent.</p> <p><i>“Des montagnes russes”</i> (“a rollercoaster”) is singular in English but plural and feminine in French. If you want to put an adjective with it, you need to make the adjective plural and feminine too.</p> <p><i>“La barbe à papa”</i> (“the candyfloss”) literally means “daddy’s beard” — this fun fact might make it easier for pupils to remember the word.</p> <p><i>“J’ai pris le manège.”</i> (“I went on the carousel.”) literally translates as “I took the carousel.”.</p>		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To be able to ask and answer questions about holiday destinations 2) To be able to ask and answer questions about holiday accommodation 3) To be able to talk about a visit to the zoo 4) To be able to talk about a visit to the beach 5) To be able to talk about a visit to a theme park 		
	<p>Au2: Eating Out</p>	<p><i>“Un serveur”</i> means “a waiter” — “a waitress” is <i>“une serveuse”</i>.</p> <p><i>“Je voudrais”</i> means “I would like” — it’s a useful and polite way to ask for something.</p> <p><i>“Vous”</i> is used instead of <i>“tu”</i> in formal situations to be polite. To be even more polite, add <i>“s’il vous plaît”</i> (“please”) to the end of the sentence.</p> <p>To use <i>“une boule”</i> (“one scoop”) or <i>“deux boules”</i> (“two scoops”) with a given flavour of ice cream, say <i>“une boule de glace à la fraise”</i> (“one scoop of</p>	<p>Understand some unfamiliar vocabulary and the main points of a story, including opinions, in its spoken and written versions.</p> <p>Recognise subject pronouns, and use <i>“il”</i> and <i>“elle”</i> with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory.</p> <p>Perform a short role-play, using and adapting sentence structures from the unit.</p> <p>Use formal language, e.g. the <i>“vous”</i> form, in appropriate situations, e.g. to a restaurant customer.</p>

		<p>strawberry ice cream”) or “<i>deux boules de glace à la fraise</i>” (“two scoops of strawberry ice cream”).</p> <p>“Deux cents grammes” (“two hundred grams”) — “cents” (“hundreds”) is plural here, so an “s” is added to the end.</p> <p>“De” is used here to mean “of”. When “de” is used with a specific quantity of something, it replaces the article completely, without combining to form “du”, “de la” or “des”, e.g. “cent grammes de tomates” (“one hundred grams of tomatoes”) or “un sac de champignons” (“a bag of mushrooms”).</p> <p>“J’ai besoin de X” is literally translated as “I have the need of X”. If the word that follows “de” starts with a vowel, you need to link them with an apostrophe, e.g. “J’ai besoin d’un kilo de fraises.” (“I need a kilo of strawberries.”).</p> <p>“L’<i>addition</i>” (“the bill”) is feminine. Nouns ending in “-ion” are usually feminine.</p> <p>“<i>Merci beaucoup</i>” means “thank you very much” — encourage the pupils to practise using it with each other in the classroom.</p> <p>“<i>Qu’est-ce que</i>” means “what” — it’s a very common start to a question. “<i>Je prends</i>” comes from the verb “<i>prendre</i>” (“to take”).</p>	<p>Ask for items in a shop or restaurant.</p> <p>Ask how much things cost.</p> <p>Use some basic weights.</p> <p>Order items for others in a restaurant.</p>	<p>Fruit and vegetables</p> <p>Units of measure</p> <p>Numbers</p>
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Sequence of Lessons:

- 1) To be able to order a drink
- 2) To be able to talk about a visit to an ice cream shop
- 3) To be able to talk about a visit to a market
- 4) To learn some words and phrases used when visiting a restaurant
- 5) To be able order food in a restaurant