

## Key Stage 2- Long Term Planning: Year 5

	Autumn 1 8 weeks 2 <sup>nd</sup> September-25 <sup>th</sup> October	Autumn 2 7 weeks 5 <sup>th</sup> November-20 <sup>th</sup> December	Spring 1 6 weeks 6 <sup>th</sup> January-14 <sup>th</sup> February	Spring 2 6 weeks 24 <sup>th</sup> February-3 <sup>rd</sup> April	Summer 1 5 weeks 20 <sup>th</sup> April-22 <sup>nd</sup> May	Summer 2 7 weeks 1 <sup>st</sup> June-17 <sup>th</sup> July
School/World Events	<b>Training Day</b> (2.9.19) <b>Black History Month</b> (1.10.19-31.10.19) <b>Harvest Festival</b> (7.10.19) <b>Cross-phase reading</b> (24.10.19) <b>British Summer Time Ends</b> (27.10.19)	<b>Training Day</b> (5.11.18) <b>Bonfire Night</b> (5.11.19) <b>Remembrance Day</b> (11.11.19) <b>St. Andrew's Day</b> (30.11.19) <b>Cross-phase reading</b> (19.12.19) <b>Christmas Party</b> (17.12.19) Crafts and performances	<b>New Year</b> <b>Chinese New Year</b> (25.1.20- Year of the Rat) <b>Burn's Night</b> (25.1.20) <b>Valentine's Day</b> <b>Cross-phase reading</b> (13.2.20)	<b>Shrove Tuesday</b> (25.2.20) <b>St. David's Day</b> (1.3.20) <b>World Book Day</b> (5.3.20) <b>Holi</b> (9/10.3.20) <b>St. Patrick's Day</b> (17.3.20) <b>World Poetry Day</b> (21.3.20) <b>Mother's Day</b> (22.3.20) <b>Cross-phase reading</b> (26.3.20) <b>British Summer Time begins</b> (29.3.20) <b>St. George's Day</b> (23.4.20)	<b>May Day</b> (8.5.20) <b>Northumberland Day</b> (21.5.20) <b>Cross-phase reading</b> (14.5.20)	<b>National Phonics Screening Check</b> (8.6.19) <b>Father's Day</b> (21.6.20) <b>Transition Day</b> (8.7.20) <b>Cross-phase reading</b> (9.7.20) <b>Reports to Parents</b> (10.7.20)
Topic	<b>Shackleton's Adventures</b>	<b>World War One</b>	<b>Earth and Space</b>	<b>The Industrial Revolution and the Local Coal Mining Industry</b>	<b>Medieval Monarchs</b>	<b>Beast Creator</b>
Essay	<b>Was Ernest Shackleton a great leader?</b>	<b>Was conscription during WWI necessary and just?</b>	<b>How does the Solar System affect life on Earth?</b>  <b>'A lack of food is the biggest population challenge of our time.'</b> <b>To what extent do you agree?</b>	<b>Who was responsible for the death of James White?</b>	<b>How did the religious beliefs of Edward VI, Lady Jane Grey, Mary I and Elizabeth I differ and what impact did this have on people living in England?</b>	<b>Should we interfere with nature?</b>
Enrichment		Beamish Call to War	Space Camp	Berwick and the Lowry Trail	Chillingham Castle	
Parent Link	Parent Presentation Parents Evening	Christmas Performance		Parents Evening		Sports Day Annual Reports
Purpose of English:						
<p>English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.</p> <p><b>English Aims:</b></p> <p>The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. Our English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul> <p><b>Spoken Language</b></p> <p>Spoken language is important in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and should build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate. All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.</p> <p><b>Reading</b></p> <p>The teaching of reading focuses on developing pupils' competence in both word reading and comprehension. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. It is essential that, by the end of Y6, all pupils are able to read fluently, and with confidence, in any subject.</p> <p><b>Writing</b></p> <p>The teaching of writing must develop pupils' competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). In addition, pupils should be taught how to plan, revise and evaluate their writing. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.</p>						
Newsham Reading Spine	<b>Varjak Paw</b>	<b>FARThER</b>  <b>The Princess Blankets</b> <b>Duck, Death and Tulip</b>  <b>My Father's Arms are a Boat</b>	<b>The Firework Maker's Daughter</b>	<b>Tom's Midnight Garden</b> <b>Graphic Novel</b>	<b>The Wolves of Willoughby Chase</b>	<b>The Tyger</b>  <b>The Raven</b>

English Text, Overall Aims and Writing Outcomes	Shackleton's Journey	Stay Where You Are And Then Leave	Wolf Brother	Street Child	To Be Confirmed	Pax
English Speaking and Listening	<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to comments;</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</li> <li>Listen and respond appropriately to adults and peers;</li> <li>Articulate and justify answers and opinions;</li> <li>Use spoken language to develop understanding through speculating, imagining and exploring ideas;</li> <li>Participate in discussions, presentations, performances and debates;</li> <li>Consider and evaluate different viewpoints, attending to the contributions of others;</li> <li>Select and use appropriate registers for effective communication;</li> <li>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama.</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge;</li> <li>Articulate and justify answers, arguments and opinions –give well-structured descriptions and explanations;</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;</li> <li>Speak audibly and fluently with an increasing command of Standard English;</li> <li>Participate in discussions, presentations, performances and debates;</li> <li>Gain, maintain and monitor the interest of the listener(s);</li> <li>Consider and evaluate different viewpoints, attending to and build on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>Maintain attention and participate actively in collaborative conversations, responding to texts</li> <li>Ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>Articulate and justify answers and opinions</li> <li>Use spoken language to develop understanding through speculating, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances and debates</li> <li>Consider and evaluate different viewpoints, attending to the contributions of others</li> <li>Select and use appropriate registers for effective communication</li> <li>Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary</li> <li>Articulate and justify answers, arguments and opinions</li> <li>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul>	<ul style="list-style-type: none"> <li>Engage children with a story with which they will empathise</li> <li>Enjoy an exciting story with memorable characters</li> <li>Draw inferences about characters' feelings, thoughts and motives from their actions</li> <li>Explore themes and issues, and develop and sustain ideas through discussion</li> <li>Develop creative responses to the text through drama, storytelling and artwork</li> <li>Write in role in order to explore and develop empathy for characters</li> <li>Write with confidence for real purposes and audiences</li> <li>Appreciate a range of narrative structure through which to tell stories</li> <li>Non-fiction texts: non-chronological reports, blog entries, web pages, documentary script, fact-files</li> <li>Free verse poetry</li> <li>Writing in role: letters, diary entries, free writing</li> <li>Script writing</li> <li>Advisory letters</li> <li>Personal stories</li> <li>Survival kit list and instruction booklet</li> <li>Character descriptions</li> <li>A new chapter for Peter</li> <li>War poetry</li> <li>A motivation speech</li> <li>A monologue account (in role)</li> <li>Persuasive Texts: war propaganda posters, public information films, social media texts</li> <li>Free writing in role as Pax</li> <li>Tenets and proverbs</li> <li>Questions for Hotseating</li> <li>Persuasive texts: Letter lobbying a Member of Parliament, opening for a debate, article</li> <li>Conditions for Vola</li> <li>Illustrated next chapters in Pax and Peter's life</li> <li>Book Review</li> </ul>

English Reading	<p><b>Word Read/Comprehension:</b></p> <ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books;</li> <li>Read books that are structured in different ways and reading for a range of purposes</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>Making comparisons within and across books</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> </ul>	<p><b>Word Read/Comprehension:</b></p> <ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for a range of purposes;</li> <li>Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves;</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing;</li> <li>Making comparisons within and across books;</li> <li>Checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context;</li> <li>Ask questions to improve their understanding;</li> <li>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</li> <li>Predicting what might happen from details stated and implied;</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</li> <li>Identifying how language, structure and presentation contribute to meaning;</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader;</li> <li>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;</li> <li>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;</li> <li>Provide reasoned justifications for their views.</li> </ul>	<p><b>Word Read/Comprehension:</b></p> <ul style="list-style-type: none"> <li>Increase familiarity with a range of books;</li> <li>Identify themes and conventions and compare these across books they have read;</li> <li>Show understanding through intonation, tone, volume and action;</li> <li>Discuss words and phrases that capture readers' interest and imagination;</li> <li>Draw inferences about characters' feelings, thoughts, emotions and actions.</li> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</li> <li>Ask questions to improve their understanding</li> <li>Identify how language, structure and presentation contribute to meaning</li> <li>Predict what might happen from details stated and implied.</li> </ul>			<p><b>Comprehension:</b></p> <p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>identifying and discussing themes and conventions in and across a wide range of writing</li> <li>making comparisons within and across books</li> </ul> <p><b>Understand what they read by:</b></p> <ul style="list-style-type: none"> <li>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>asking questions to improve their understanding</li> <li>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>predicting what might happen from details stated and implied</li> <li>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>identifying how language, structure and presentation contribute to meaning</li> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>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</li> <li>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</li> <li>provide reasoned justifications for their views</li> </ul>
English Writing	<p><b>Transcription/Composition:</b></p> <ul style="list-style-type: none"> <li>Note and develop initial ideas, drawing on reading</li> <li>In writing narratives, considering how authors have developed characters and settings in what they have heard or read.</li> <li>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>Draft and write by selecting appropriate grammar and vocabulary</li> <li>Use a range of devices to build cohesion within and across paragraphs</li> <li>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>Proof-read for spelling and punctuation errors</li> <li>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul>	<p><b>Transcription/Composition:</b></p> <ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own;</li> <li>Noting and developing initial ideas, drawing on reading and research where necessary;</li> <li>In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed;</li> <li>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action;</li> <li>Assessing the effectiveness of their own and others' writing</li> <li>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<p><b>Transcription/Composition:</b></p> <ul style="list-style-type: none"> <li>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form</li> <li>Note and develop initial ideas, drawing on reading</li> <li>Draft and write by selecting appropriate grammar and vocabulary</li> <li>In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>Use a range of devices to build cohesion within and across paragraphs</li> <li>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>Proof-read for spelling and punctuation errors</li> <li>Perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> <li>Prepare play scripts to read aloud.</li> <li>Select appropriate grammar and vocabulary, and understand how such choices can change and enhance meaning</li> </ul>			<p><b>Composition / Vocabulary, Grammar and Punctuation:</b></p> <p><b>Children should plan their writing by:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p><b>Draft and write by:</b></p> <ul style="list-style-type: none"> <li>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>using a wide range of devices to build cohesion within and across paragraphs</li> <li>using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p><b>Evaluate and edit by:</b></p> <ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>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</li> </ul>

<b>Transcription: Handwriting</b>	<ul style="list-style-type: none"> <li>Introducing sloped writing in letter families</li> <li>Practising sloped writing: diagonal join to ascender</li> <li>Practising sloped writing: diagonal join, no ascender</li> <li>Practising sloped writing: diagonal join to an anticlockwise letter</li> <li>Practising sloped writing: horizontal join to ascender</li> </ul>	<ul style="list-style-type: none"> <li>Practising sloped writing; horizontal join, no ascender</li> <li>Practising sloped writing; horizontal join to an anti-clockwise letter</li> <li>Practising sloped writing; joining from r</li> <li>Practising sloped writing; joining from s</li> <li>End of term check</li> </ul>	<ul style="list-style-type: none"> <li>Practising sloped writing; proportion – joining to f to ascender</li> <li>Practising sloped writing; size – joining from f, no ascender</li> <li>Different styles for different purposes; writing a paragraph</li> <li>Practising sloped writing; speed</li> <li>Practising sloped writing; speed and legibility</li> </ul>	<ul style="list-style-type: none"> <li>Practising sloped writing; size, proportion and spacing</li> <li>Practising sloped writing; building speed</li> <li>Different styles for different purposes; decorative alphabets</li> <li>Different styles for different purposes</li> <li>End of term check</li> </ul>	<ul style="list-style-type: none"> <li>Sloped writing; proportion, joining p and b to ascenders</li> <li>Handwriting for different purposes; joining p and b, no ascender</li> <li>Practising sloped writing; parallel down strokes</li> <li>Practising sloped writing; all double letters</li> <li>Practising sloped writing; for speed</li> </ul>	<ul style="list-style-type: none"> <li>Practising sloped writing; for fluency</li> <li>Personal style</li> <li>Handwriting for different purposes; print alphabet</li> <li>Assessment</li> <li>Capitals</li> </ul>
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**Purpose of Mathematics**

Mathematics is a creative and highly interconnected discipline which has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

**Mathematics Aims:**

**Ensure that all pupils:**

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. Whilst most half terms are organised into distinct domains, pupils should make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

<b>Mathematics</b>	<p><b>Weeks 1-3</b></p> <p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit</li> <li>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000</li> <li>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero</li> <li>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</li> <li>Solve number problems and practical problems that involve all of the above</li> <li>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals</li> </ul> <p><b>Weeks 4-5</b></p> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)</li> <li>Add and subtract numbers mentally with increasingly large numbers</li> <li>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy</li> <li>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Weeks 6-7</b></p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Solve comparison, sum and difference problems using information presented in a line graph</li> <li>Complete, read and interpret information in tables, including timetables.</li> </ul> <p><b>Week 8</b></p> <p><b>Consolidation and Assessment</b></p>	<p><b>Weeks 1-2 &amp; 6-7</b></p> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</li> <li>Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>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</li> <li>Multiply and divide numbers mentally drawing upon known facts</li> <li>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</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>Recognise and use square numbers and cube numbers, and the notation for squared (<sup>2</sup>) and cubed (<sup>3</sup>)</li> <li>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <p><b>Weeks 3-5</b></p> <p><b>Measurement: Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</li> <li>Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>, m<sup>2</sup>, estimate the area of irregular shapes.</li> </ul>	<p><b>Weeks 1-2</b></p> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers</li> <li>Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers</li> <li>Establish whether a number up to 100 is prime and recall prime numbers up to 19</li> <li>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</li> <li>Multiply and divide numbers mentally drawing upon known facts</li> <li>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</li> <li>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000</li> <li>Recognise and use square numbers and cube numbers, and the notation for squared ( 2 ) and cubed ( 3 )</li> <li>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes</li> <li>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign</li> <li>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> </ul> <p><b>Weeks 3-6</b></p> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>Compare and order fractions whose denominators are all multiples of the same number</li> <li>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5]</li> <li>Add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul>	<p><b>Weeks 1-2</b></p> <p><b>Number: Fractions</b></p> <ul style="list-style-type: none"> <li>Compare and order fractions whose denominators are all multiples of the same number</li> <li>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths</li> <li>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt; 1 as a mixed number [for example, 2/5 + 4/5 = 6/5 = 1 1/5]</li> <li>Add and subtract fractions with the same denominator and denominators that are multiples of the same number</li> <li>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams</li> </ul> <p><b>Weeks 3-5</b></p> <p><b>Number: Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>Read and write decimal numbers as fractions [for example, 0.71 = 71/100]</li> <li>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>Read, write, order and compare numbers with up to three decimal places</li> <li>Solve problems involving number up to three decimal places</li> <li>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</li> <li>Solve problems that require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.</li> </ul> <p><b>Weeks 6</b></p> <p><b>Consolidation and Assessment</b></p>	<p><b>Weeks 1-2</b></p> <p><b>Measurement: Converting Units</b></p> <ul style="list-style-type: none"> <li>Convert between different units of metric measure (for example, kilometre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)</li> <li>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints</li> <li>Solve problems involving converting between units of time</li> <li>Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.</li> </ul> <p><b>Week 3</b></p> <p><b>Measurement: Volume</b></p> <ul style="list-style-type: none"> <li>Estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]</li> <li>Use all four operations to solve problems involving volume using decimal notation, including scaling.</li> </ul> <p><b>Weeks 4-6</b></p> <p><b>Number: Decimals</b></p> <ul style="list-style-type: none"> <li>Read and write decimal numbers as fractions [for example, 0.71 = 71/100]</li> <li>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>Read, write, order and compare numbers with up to three decimal places</li> <li>Solve problems involving number up to three decimal places</li> <li>Solve problems that require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.</li> </ul>	<p><b>Weeks 1</b></p> <p><b>Number: Decimals</b></p> <ul style="list-style-type: none"> <li>Read and write decimal numbers as fractions [for example, 0.71 = 71/100]</li> <li>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents</li> <li>Round decimals with two decimal places to the nearest whole number and to one decimal place</li> <li>Read, write, order and compare numbers with up to three decimal places</li> <li>Solve problems involving number up to three decimal places</li> <li>Solve problems that require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.</li> </ul> <p><b>Weeks 2-4</b></p> <p><b>Geometry: Properties of Shape</b></p> <ul style="list-style-type: none"> <li>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations</li> <li>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles</li> <li>Draw given angles, and measure them in degrees (o)</li> <li>Identify: <ul style="list-style-type: none"> <li>-angles at a point and one whole turn (total 360o)</li> <li>-angles at a point on a straight line and 1/2 a turn (total 180o)</li> <li>-other multiples of 90o</li> </ul> </li> <li>Use the properties of rectangles to deduce related facts and find missing lengths and angles</li> <li>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</li> </ul> <p><b>Week 5</b></p> <p><b>Geometry: Position and Direction</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Week 6-7</b></p> <p><b>Consolidation and Assessment</b></p>
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**Purpose of Science:**

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

**Science Aims:**

**Ensure that all pupils:**

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

<p><i>Linked to DT/STEM/Geography/History</i> Possible links could be:</p> <ul style="list-style-type: none"> <li>Compare different environments and the way animals and humans adapt to extreme conditions.</li> <li>Investigate insulators – clothing to keep us warm and look at what explorers would wear now compared to 1900s .</li> <li>Investigate friction – how do various materials move on ice? Children could undertake an investigation using a variety of materials to transport across ice.</li> <li>Antarctic animal food webs</li> <li>Earth's rotation and tilt to explain day and night in the Antarctic and climate in this area of the world.</li> </ul>	<p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of properties (e.g. their hardness, solubility, transparency, conductivity (electrical/thermal) and response to magnets</li> <li>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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</li> </ul> <p><b>Explaining Science</b></p> <ul style="list-style-type: none"> <li>Use complex words</li> <li>Use science model to describe/explain</li> <li>Draw &amp; annotate diagrams</li> </ul> <p><b>Designing Experiments</b></p> <ul style="list-style-type: none"> <li>Select suitable equipment (scale)</li> <li>Plan fair test (all variables)</li> <li>Collect sufficient repeat readings (&gt;5)</li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the earth, and other planets, relative to the sun in the solar system</li> <li>Describe the movement of the moon relative to the earth</li> <li>Describe the sun, earth and moon as approximately spherical bodies</li> <li>Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Explaining Science</b></p> <ul style="list-style-type: none"> <li>Use complex words</li> <li>Use science model to describe/explain</li> <li>Draw &amp; annotate diagrams</li> </ul> <p><b>Making Conclusions</b></p> <ul style="list-style-type: none"> <li>Describe patterns &amp; trends</li> <li>Use data in conclusions</li> <li>Use relevant science to explain</li> </ul>	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the earth because of the force of gravity acting between earth and the falling object</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul> <p><b>Explaining Science</b></p> <ul style="list-style-type: none"> <li>Use complex words</li> <li>Use science model to describe/explain</li> <li>Draw &amp; annotate diagrams</li> </ul> <p><b>Data, Tables &amp; Graphs</b></p> <ul style="list-style-type: none"> <li>Construct a complex table</li> <li>Construct charts &amp; graphs</li> <li>Join coordinates</li> </ul>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age (linked to school policy on sex education)</li> </ul> <p><b>Explaining Science</b></p> <ul style="list-style-type: none"> <li>Use complex words</li> <li>Use science model to describe/explain</li> <li>Draw &amp; annotate diagrams</li> </ul> <p><b>Data, Tables &amp; Graphs</b></p> <ul style="list-style-type: none"> <li>Construct a complex table</li> <li>Construct charts &amp; graphs</li> <li>Join coordinates</li> </ul>	<p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals</li> </ul> <p><b>Explaining Science</b></p> <ul style="list-style-type: none"> <li>Use complex words</li> <li>Use science model to describe/explain</li> <li>Draw &amp; annotate diagrams</li> </ul> <p><b>Designing Experiments</b></p> <ul style="list-style-type: none"> <li>Use K&amp;U to explain prediction</li> <li>Plan fair test (range, interval, readings)</li> <li>Write an ordered method</li> </ul>
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**Purpose of History:**  
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

**History Aims:**  
*Ensure that all pupils:*

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales

<p><b>Shackleton's Antarctic Expedition</b> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><b>Chronological Knowledge/Understanding</b></p> <ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives within the period studied (188-1914- the Heroic Age of Antarctic Exploration)</li> <li>Note connections, contrasts and trends over time</li> </ul> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms</li> </ul> <p><b>Historical Enquiry- Using Evidence/Communicating Ideas</b></p> <ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Construct informed responses by selecting and organising relevant historical information</li> </ul> <p><b>Significance of Events and People</b></p> <ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	<p><b>World War One</b> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> <p><b>Chronological Knowledge/Understanding</b></p> <ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives within the period studied (1914-18)</li> <li>Note connections, contrasts and trends over time</li> </ul> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms</li> </ul> <p><b>Historical Enquiry- Using Evidence/Communicating Ideas</b></p> <ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Construct informed responses by selecting and organising relevant historical information</li> </ul> <p><b>Continuity and Change in and between periods</b></p> <ul style="list-style-type: none"> <li>Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations, changes</li> </ul> <p><b>Significance of Events and People</b></p> <ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>		<p><b>The Industrial Revolution and the Local Coal Mining Industry</b> <i>A local history study: a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</i></p> <p><b>Chronological Knowledge/Understanding</b></p> <ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives across periods studied</li> <li>Note connections, contrasts and trends over time</li> </ul> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms</li> </ul> <p><b>Historical Enquiry- Using Evidence/Communicating Ideas</b></p> <ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Construct informed responses by selecting and organising relevant historical information</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Understand that different versions of the past may exist, giving some reasons for this</li> </ul> <p><b>Continuity and Change in and between periods</b></p> <ul style="list-style-type: none"> <li>Describe / make links between main events, situations and changes within and across different periods/societies</li> </ul>	<p><b>Medieval Monarchs</b> <i>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</i> <i>Changes in monarchy following the death of Edward the Confessor in 1066 to the death of Elizabeth I in 1603.</i></p> <p><b>Chronological Knowledge/Understanding</b></p> <ul style="list-style-type: none"> <li>Continue to develop chronologically secure knowledge of history</li> <li>Establish clear narratives across periods studied</li> <li>Note connections, contrasts and trends over time</li> </ul> <p><b>Historical Terms</b></p> <ul style="list-style-type: none"> <li>Develop the appropriate use of historical terms</li> </ul> <p><b>Historical Enquiry- Using Evidence/Communicating Ideas</b></p> <ul style="list-style-type: none"> <li>Regularly address and sometimes devise historically valid questions</li> <li>Understand how knowledge of the past is constructed from a range of sources</li> <li>Construct informed responses by selecting and organising relevant historical information</li> </ul> <p><b>Interpretations of History</b></p> <ul style="list-style-type: none"> <li>Understand that different versions of the past may exist, giving some reasons for this</li> </ul> <p><b>Cause and Consequence</b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, results of, historical events, situations, changes</li> </ul> <p><b>Significance</b></p> <ul style="list-style-type: none"> <li>Identify historically significant people and events in situations</li> </ul>	
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History

**Purpose of Geography:**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**Geography Aims:**

**Ensure that all pupils:**

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography

**Exploring Shackleton's Antarctica**

**Locational Knowledge**

- Locate Antarctica's place on the Earth and on a map
- Explore route taking by Endurance Expedition (London, Buenos Aires, South Georgia, Elephant Island)

**Place Knowledge**

- Know where the Polar Regions are
- Understand Antarctica's size and composition
- Begin to explore ice types and Fauna
- Understand Antarctica and its specific physical geography

**Human and Physical Geography**

- Understand that Antarctica as a polar region
- Explore seasonal/geographical variations in time
- Discuss different forms of land and terrain
- Continue to explore hot and cold climate zones and the influence of the earth's orbit on climate zones
- Explore Antarctica's mountainous terrain, oceans and their effects and influences upon the expedition
- Visual Identification of features of Antarctic geomorphology
- Learn about polar environments –features, animals, life.
- Discuss exploration, daily life in Antarctica environments

**Geographical Skills and Fieldwork**

- Longitude and Latitude; Visual understanding of Polar Landscapes
- Map skills – Using different secondary data sources for geographical investigation
- Classifications & Keys
- Mapping, graphing and data presentation
- Four and six-figure grid references (maths link to ratio and proportion)

**Using Maps**

- Compare maps with aerial photographs
- Select a map for a specific purpose
- Begin to use atlases to find out other information (e.g. temperature)
- Find and recognise places on maps of different scales
- Use 8 figure compasses, begin to use 6 figure grid references.

**Earth and Space**

**Human and Physical Geography**

- Begin to understand the relationship between the moon and Earth
- Explain, in simple terms, how the moon causes tides on Earth
- Understand how tides cause coastal erosion
- Understand the impact of tidal erosion

**Population**

- Begin to grasp how many people live on Earth
- Explore where people are distributed globally
- Investigate how the global population has changed in size and distribution
- Learn why populations grow
- Explore reasons why death rates and birth rates change
- Look at how the UK's population has changed
- Learn about a population pyramid and why they are useful
- Create a population pyramid
- Explore the challenges that a growing population can present and know that an increased population density can lead to slums in rapidly growing cities.
- Explore the challenges of an ageing population
- Learn about the global inequality in access to food and the challenges we face in terms of food production and distribution
- Investigate solutions to the food production/distribution challenges

**Newsham and Blyth Now and Then**

**Locational and Place Knowledge**

- Explore the concept of environmental regions, key physical and human characteristics.
- Choose 3 areas of the UK, including Blyth, and investigate how land use has changed over time

**Geographical Skills and Fieldwork**

- Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses
- Collate the data collected and record it using data handling software to produce graphs and charts of the results.
- Ask Geographical questions e.g. how is traffic controlled? What are the main problems?
- Undertake a street/ noise survey of the local road/ high street
- Undertake a general survey of the local road/ high street:
- Form and develop opinions e.g. Do the pupils like/ dislike the road/ street
- Compare road with another busier/ quieter street/ road
- Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?
- With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic in Blyth.
- Use local maps to find other routes traffic might take.
- Report on the effects of environmental change on themselves and others.
- Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view.
- Select methods for collecting, presenting and analysing data
- Analyse evidence and draw conclusions

**Beast Creator**

**Geographical Skills and Fieldwork**

**Gather information**

- Select appropriate methods for data collection
- Use a database to interrogate/amend information collected,
- Use graphs to display data collected
- Evaluate the quality of evidence collected and suggest improvements

**Making Maps**

- Draw a map based on their own data
- Draw a sketch map using symbols and a key,

**Trade and Economics**

- Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.
- Discover where food comes from.
- Discuss and debate fair trade.
- Investigate the facts and join in a reasoned discussion.
- Generate solutions and promote ethically sound trade.

**Purpose of Art and Design:**

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Art and Design Aims:**

**Ensure that all pupils:**

- 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. They should be taught:

- 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

Art and Design

**Claude Monet**

Know about great artists, craft makers and designers, and understand the cultural development of their art forms

Create sketch books to record their observations and use them to review and revisit ideas

Improve their mastery of art and design techniques, including drawing and painting with a range of materials

**Exploring and Developing Ideas**

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work.

**Evaluating and Developing Work**

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- Adapt their own work according to their views and describe how they might develop it further.

**Painting**

- Demonstrate a secure knowledge about primary and secondary, warm and cool, complementary and contrasting colours;
- Work on preliminary studies to test media and materials.
- Create imaginative work from a variety of sources

**Art to Discuss**

**Design: How the elements of art work together to create a balanced or coherent whole**

- Henri Matisse (collage): The Fall of Icarus (from Jazz), 1943 (Tate, London; Metropolitan Museum of Art, New York)
- Edvard Munch, The Scream, 1893 (National Gallery, Oslo)
- Anthony van Dyck, Portrait of Charles I, Henrietta Maria and their Children, 1632 (Royal Collection, Buckingham Palace, London)

**In Flanders Fields**

Create sketch books to record their observations; improve their mastery of art and design techniques, including drawing with a range of materials; improve their mastery of art and design techniques, including painting with a range of materials; improve their mastery of art and design techniques, including sculpture with a range of materials; learn about great artists, architects and designers in history

**Exploring and Developing Ideas**

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work.

**Evaluating and Developing Work**

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- Adapt their own work according to their views and describe how they might develop it further.

- Explore and discuss the work of WWI artists
- Recreate artwork in the style of Paul Nash
- Understand the power and use of propaganda art
- Understand how dazzle camouflage was used in WWI
- Create an artwork inspired by the poem 'In Flanders Fields'

**L.S. Lowry**

Know about great artists, craft makers and designers, and understand the cultural development of their art forms

- Learn about the life and works of Lowry, including his pencil works;
- Discuss likes and dislikes of various works of Lowry.
- Compare and contrast the scenes painted by Lowry;
- Use pencil to draw a playground scene in the style of Lowry's 'On the Sands'.
- Create a piece of work using a photograph as inspiration.
- Explore some of Lowry's portraits.
- Compare the marks made by chalks, oil pastels and paints and apply their knowledge to choose an appropriate medium to create a self portrait.
- Create a self-portrait using either chalk, oil pastels or paint.
- Examine some of Lowry's industrial scenes, focussing on the use of colour and sense of perspective.
- Divide one of Lowry's industrial scenes into foreground, middle ground and background.
- Improve skills of drawing with a clear sense of perspective.
- Explore some photographs of Newcastle/Blyth and compare them to Lowry's Industrial scenes of Salford/ Manchester.
- Paint a scene of Leeds exploring perspective and use of colour.
- Listen to the song 'Matchstalk Men and Matchstalk Cats and Dogs.
- Explore 3D Media including clay, straws and matchsticks.
- Create either a) a model of a face/ figure using clay, or b) a figure using any combination of straws, matchsticks, newspapers, masking tape – using Lowry's work as inspiration.
- Evaluate their pieces of work from the project.

**Art to Discuss Victorian Art**

- Augustus Welby Pugin 'a Catholic town in 1440' and 'a town in 1840', Contrasts: Or A Parallel between the Noble Edifices of the Middle Ages and Corresponding Buildings of the Present Day, 1836 (Cambridge University Press, 2013)
- Gothic Revival: a return to the gothic style of architecture from the Middle Ages
- The Houses of Parliament: designed in a gothic style
- William Morris: wallpaper, tiles, furniture, fabrics and books
- Sir Edward Coley Burne-Jones, The last sleep of Arthur in Avalon, 1881-98 (Museo de Arte de Ponce), Puerto Rico

**Leonardo da Vinci**

Use sketchbooks to review and revisit ideas; improve their mastery of art and design techniques, including drawing with a range of materials; improve their mastery of art and design techniques, including painting with a range of materials; about great artists in history

**Exploring and Developing Ideas**

- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes
- Question and make thoughtful observations about starting points and select ideas to use in their work.

**Evaluating and Developing Work**

- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them;
- Adapt their own work according to their views and describe how they might develop it further.

**Drawing**

- Use a variety of source material for their work.
- Work in a sustained and independent way from observation, experience and imagination.
- Use a sketchbook to develop ideas.
- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.
- Begin to consider perspective, fore/back and middle ground
- Use scale and proportions
- Understand who Leonardo da Vinci was and what he was famous for during the Renaissance
- Explore Leonardo da Vinci's portrait paintings and drawings
- Explore Leonardo da Vinci's use of perspective and composition in his religious paintings
- Explore and understand how to use Leonardo da Vinci's drawing techniques
- Explore inventions designed by Leonardo da Vinci
- Explain how Leonardo da Vinci's ideas influenced other artists and scholars during the Renaissance and modern day.

Design and Technology	<p><b>Purpose of Design and Technology</b></p> <p>Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.</p> <p><b>Design and Technology Aims:</b></p> <p><b>Ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li> <li>build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li> <li>critique, evaluate and test their ideas and products and the work of others</li> <li>understand and apply the principles of nutrition and learn how to cook</li> </ul> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts.</p>					
	<p><b>Cosy Toes</b> Creating a Winter-proof Pair of Shoes</p>		<p><b>Investigating Different Shelters on Earth and in space</b> Design and Create a Moon Shelter</p>			<p>Design and Create a Beast</p>
Computer Science and Information Technology	<p><b>Purpose of Computing:</b></p> <p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p> <p><b>Computing Aims:</b></p> <p><b>Ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</li> <li>can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</li> <li>can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</li> <li>are responsible, competent, confident and creative users of information and communication technology</li> </ul>					
	<p><b>Interactive Adventures CS</b></p> <ul style="list-style-type: none"> <li>Collect, organise and present data and information in digital content.</li> <li>Create digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience.</li> <li>Design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else.</li> <li>Use logical reasoning to predict the behaviour of programs.</li> <li>Find and correct simple semantic errors i.e. debugging, in programs.</li> </ul>	<p><b>Sensing and Logging CS</b></p> <ul style="list-style-type: none"> <li>Know that all software executed on digital devices is programmed</li> <li>Know that a range of digital devices can be considered a computer.</li> <li>Know and can use a range of input and output devices.</li> <li>Know that computers collect data from various input devices, including sensors and application software.</li> </ul>	<p><b>Chatter bots CS</b></p> <ul style="list-style-type: none"> <li>Create programs that implement algorithms to achieve given goals.</li> <li>Declare and assign variables.</li> <li>Use sequence of selection statements in programs, including an if, then and else statement.</li> <li>Design solutions (algorithms) that use repetition and two-way selection i.e. if, then and else.</li> <li>Use diagrams to express solutions.</li> <li>Use logical reasoning to predict outputs, showing an awareness of inputs.</li> </ul>	<p><b>Games Maker CS</b></p> <ul style="list-style-type: none"> <li>Create programs that implement algorithms to achieve given goals.</li> <li>Declare and assign variables.</li> <li>Use post-tested loops e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.</li> <li>Make appropriate improvements to solutions based on feedback received, and can comment on the success the solution.</li> <li>Know different types of data: text, number.</li> <li>Know that programs can work with different types of data.</li> </ul>	<p><b>True or False IT</b></p> <ul style="list-style-type: none"> <li>Find content from the world wide web using a web browser.</li> <li>Navigate the web and can carry out simple web searches to collect digital content.</li> <li>Know what is acceptable and unacceptable behaviour when using technologies and online services.</li> </ul>	<p><b>Digital Director IT</b></p> <ul style="list-style-type: none"> <li>Create digital content to achieve a given goal through combining software packages and internet services to communicate with a wider audience.</li> <li>Make appropriate improvements to solutions based on feedback received, and can comment on the success the solution.</li> <li>Make judgements about digital content when evaluating and repurposing it for a given audience.</li> <li>Know the audience when I am designing and creating digital content.</li> <li>Know the potential of information technology for collaboration when computers are networked.</li> </ul>
Digital Literacy and E-Safety	<p><b>Strong Passwords</b></p> <ul style="list-style-type: none"> <li>Learn how to create secure passwords in order to protect their private information and accounts online.</li> </ul>	<p><b>Digital Citizenship Pledge</b></p> <ul style="list-style-type: none"> <li>Outline common expectations in order to build a strong digital citizenship community.</li> <li>Explore the Digital Citizens Pledge.</li> </ul>	<p><b>Safer internet day</b></p>	<p><b>You've Won a Prize!</b></p> <ul style="list-style-type: none"> <li>Learn what spam is, the forms it takes, and then identify strategies for dealing with it.</li> </ul>	<p><b>How to Cite a Site</b></p> <ul style="list-style-type: none"> <li>Reflect on the importance of citing all sources when they do research.</li> <li>Learn how to write bibliographical citations for online sources.</li> </ul>	<p><b>Picture Perfect</b></p> <ul style="list-style-type: none"> <li>Learn how photos can be altered digitally.</li> <li>Consider the creative upsides of photo alteration, as well as its power to distort our perceptions of beauty and health.</li> </ul>
	<p><b>Purpose of Languages:</b></p> <p>Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.</p> <p><b>French Aims:</b></p> <p><b>Ensure that all pupils:</b></p> <ul style="list-style-type: none"> <li>understand and respond to spoken and written language from a variety of authentic sources</li> <li>speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation</li> <li>can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt</li> <li>discover and develop an appreciation of a range of writing in the language studied.</li> </ul> <p><b>Throughout each half term, pupils will:</b></p> <ul style="list-style-type: none"> <li>Listen attentively to spoken language and show understanding by joining in and responding</li> <li>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> <li>Present ideas and information orally to a range of audiences</li> <li>Read carefully and show understanding of words, phrases and simple writing</li> <li>Appreciate stories, songs, poems and rhymes in the language</li> <li>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>Describe people, places, things and actions orally and in writing</li> <li>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.</li> </ul>					
Languages: French	<p><b>Salut Gustave!</b></p> <ul style="list-style-type: none"> <li>Greetings and personal information</li> <li>Talking about sisters and brothers</li> <li>Saying what people have and have not using 3rd person avoir</li> <li>Saying what people are like using 3rd person etre including negatives</li> <li>Nouns</li> <li>Adjectives/agreement</li> <li>Gender</li> <li>Subject pronouns</li> <li>Irregular verb- avoir/ etre negatives</li> </ul>	<p><b>La nourriture</b></p> <ul style="list-style-type: none"> <li>Asking politely for food items</li> <li>Describing how to make a sandwich</li> <li>Expressing opinions about food</li> <li>Talking about healthy and unhealthy foods</li> <li>Nouns</li> <li>Adjectives/ agreement</li> <li>Gender</li> <li>Negatives</li> <li>Questions</li> </ul>	<p><b>En ville</b></p> <ul style="list-style-type: none"> <li>Places in the town</li> <li>Asking the way and giving directions</li> <li>Saying where you are going</li> <li>Giving the time and saying where you are going</li> <li>Nouns</li> <li>Gender</li> <li>Irregular verb- aller</li> <li>Questions</li> </ul> <p>LRL-Petit Chaperon Rouge</p>	<p><b>En vacances</b></p> <ul style="list-style-type: none"> <li>Saying where people are going on holiday</li> <li>Expressing opinions about holidays</li> <li>Talk about what you are going to do on holiday</li> <li>Talking about holiday plans (consolidation)</li> <li>Nouns</li> <li>Subject pronouns</li> <li>Negatives</li> <li>Irregular verb- aller</li> </ul>	<p><b>A l'école</b></p> <ul style="list-style-type: none"> <li>School subjects</li> <li>Talking about likes and dislikes at school</li> <li>Asking and saying the time</li> <li>Talking about times in the school day</li> <li>Nouns</li> <li>Adjectives/ agreement</li> <li>Gender</li> <li>Negatives</li> </ul>	<p><b>Chez moi</b></p> <ul style="list-style-type: none"> <li>Rooms (places) in the house</li> <li>Description of rooms (colours and size)</li> <li>Saying what people do at home</li> <li>Saying what people do and where</li> <li>Nouns</li> <li>Adjectives/ agreement</li> <li>Gender</li> <li>Irregular verb- faire</li> </ul>

Music	<p><b>Purpose of Music:</b> Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.</p> <p><b>Music Aims</b> <i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> <li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul>					
		<p><b>Classroom Jazz I (Charanga)</b></p> <ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>play and perform in solo and ensemble contexts, using their voices and/or playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p><b>Recorder (Charanga; Book 2)</b></p> <ul style="list-style-type: none"> <li>Learn to play the recorder musically with increasing confidence and control.</li> <li>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notation</li> </ul>	<p><b>Local Songs and Music</b></p> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different tradition</li> <li>Develop an understanding of the history of music</li> <li>Local traditions and mining songs</li> </ul>	<p><b>Make You Feel My Love (Charanga)</b></p> <ul style="list-style-type: none"> <li>develop an understanding of the history of music.</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>play and perform in solo and ensemble contexts, using their voices and/or playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p><b>Recorder</b></p> <ul style="list-style-type: none"> <li>Learn to play the recorder musically with increasing confidence and control.</li> <li>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notation</li> </ul>
Physical Education	<p><b>Purpose of PE:</b> A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p><b>PE Aims:</b> <i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives</li> </ul>					
	<p><b>SWIMMING</b> <b>Invasion Games (Tag Rugby)</b> Attack Defend Spatial Awareness Throwing Catching Running Jumping Foot work</p>	<p><b>SWIMMING</b> <b>Invasion Games (Tag Rugby)</b> Attack Defend Spatial Awareness Throwing Catching Running Jumping Foot work</p>	<p><b>Invasion Games (Netball)</b> Attack Defend Spatial Awareness Throwing Catching Running Jumping Foot work</p>	<p><b>Gymnastics (floor and apparatus)</b> Flexibility Control Balance Comparing performance. Strength Poise Technique Stamina</p>	<p><b>Split Half Term or give choice? Dance (WW1)</b> Flexibility Control Balance Comparing performance. Strength Poise Technique Stamina <a href="https://www.bbc.co.uk/programmes/p01n4ldk">https://www.bbc.co.uk/programmes/p01n4ldk</a></p> <p><b>Invasion Games (Hockey)</b> Attack Defend Spatial Awareness Throwing Catching Running Jumping Foot work</p>	<p><b>Strike/Field Games (Cricket)</b> Strike Field Throwing Catching Running</p> <p><b>Athletics</b> Running Jumping Throwing Catching Control Balance Comparing performance. Strength Poise Technique</p>
Religious Education	<p><b>Purpose of Religious Education:</b> RE provokes challenging questions about the ultimate meaning and purpose of life; beliefs about God, the self and the nature of reality; issues of right and wrong; and what it means to be human. Religions and worldviews must be explored from the perspectives of those who subscribe to them as well as from those who do not. To acquire a complete picture it is not enough to merely know about different religions and worldviews; it is also important to understand what can be learned from such religions and worldviews.</p> <p><b>Religious Education Aims:</b> <i>Ensure that all pupils:</i></p> <ul style="list-style-type: none"> <li>know about and understand a range of religions and worldviews, so that they can: <ul style="list-style-type: none"> <li>describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;</li> <li>identify, investigate and respond to questions posed and responses offered by some of the sources of wisdom found in religions and worldviews;</li> <li>appreciate and appraise the nature, significance and impact of different ways of expressing meaning.</li> </ul> </li> <li>express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can: <ul style="list-style-type: none"> <li>explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</li> <li>express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;</li> <li>appreciate and appraise different dimensions of a religion or worldview.</li> </ul> </li> <li>acquire and deploy the skills needed to engage seriously with religions and worldviews, so that they can: <ul style="list-style-type: none"> <li>find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</li> <li>enquire into what enables different individuals and communities to live together respectfully for the well-being of all;</li> <li>articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.</li> </ul> </li> </ul>					
		<p><b>God I</b></p> <ul style="list-style-type: none"> <li>Learn about some images of God from various sources including the Bible, film, literature and art.</li> <li>Realise that Christians think of God as having many attributes or characteristics, have much to thank Him for and thank Him in many ways.</li> <li>Know that for Christians the Bible is the main source for information about God</li> <li>Learn that Christians are encouraged to believe in the Trinity and that God is the creator</li> <li>Know that Christians think of God as the creator of everything</li> <li>Know that Christians believe that life and all that sustains it is a gift of God, and that they are thankful for this and express their thankfulness in many ways</li> <li>Know that the Bible is the main source for Christian beliefs about the Trinity</li> <li>Learn that because of such beliefs Christians are encouraged to care for the world in particular ways</li> <li>Appreciate that Christian beliefs about God and the Creation shape how they respond to the world and all that is in it</li> <li>Reflect on the lives and feelings of people who believe that God as the Holy Spirit is present and active in their lives</li> </ul>	<p><b>Jesus I</b></p> <ul style="list-style-type: none"> <li>Learn about some of Jesus' teaching</li> <li>Know something about the life of Jesus as revealed through the Bible</li> <li>Understand that Jesus can be seen in many different but complementary ways</li> <li>Understand that much of Christian worship centres on Jesus</li> <li>Understand that Jesus' teaching shapes how Christians think and act</li> <li>Learn about the effect Jesus has on people who follow him today</li> <li>Know some stories about how Jesus helped people</li> <li>Appreciate that Jesus is very special to Christians</li> <li>Know that for Christians the Bible is the main source for information about Jesus</li> <li>Understand that Jesus' teaching shapes how Christians think and act</li> </ul>			

PSHE	<b>My Money Primary Units 1-3</b> Financial Wellbeing	<b>Core Theme 1 – Health and Wellbeing Topic - Healthy Lifestyles:</b> What influences our choices about Topic - Healthy relationships: Understanding what constitutes a healthy relationship; how actions and behaviour can affect relationships; boundaries within relationships; working together; conflict negotiation NATIONAL ANTI-BULLYING WEEK 13th-17th November 'CHOOSE RESPECT'	<b>Core Theme 1 – Health and Wellbeing Topic -</b> Growing and changing: Aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change, bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image. HUMAN REPRODUCTION TO BE COVERED IN Y6 Topic - Keeping safe: Keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour --peer and media; managing emergencies; habits - alcohol, tobacco and drugs	<b>Core Theme 2</b> - Feelings and emotions: Recognising and responding to others' feelings; keeping a confidence or a secret; recognising and managing dares, why daring someone to do something is wrong See Lessons 7, 8, 9 Mental Health & Emotional Wellbeing <ul style="list-style-type: none"> <li>• Participate in discussions around what makes a good leader.</li> <li>• Being part of a team / collaboration with others.</li> <li>• Reconciling conflict within a group.</li> </ul> Human needs and wants – Relationships Topic - Valuing difference: Challenging stereotypes; different types of relationships; maintaining relationships; respecting similarities and differences; bullying, discrimination and prejudice	<b>Core Theme 3 – Living in the Wider World Topic –</b> Rights and Responsibilities Topical issues concerning health and wellbeing; rules and laws; the precedence of human rights over other laws, practices and traditions; consequences of anti-social behaviours; rights, responsibilities and duties; resolving difference, making decisions and choices; the range of religious and ethnic identities in the UK; how the media present information	<b>Core Theme – Living in the Wider World Topic -</b> Taking care of the environment: Responsibilities towards and how people contribute to communities and the environment; the lives of people living in other places; how the earth's resources are allocated; resolving differences Topic - Money matters: finance; earning money and deductions; enterprise