LONG TERM PLANNING – CURRICULUM OVERVIEW

The Avenue Primary

Year Group: 5





	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project	Beast Creator	Stargazers	Pharaohs	Off with Her Head	Time Traveller	Alchemy Island
Science	Living things and their habitat Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	Earth and space Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the moon relative to the Earth. Describe the sun, Earth and moon as approximately spherical bodies. The Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Forces Recognise that mechanisms (pulleys, levers and gears) allow a smaller force to have a greater effect. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.		Animals including humans Describe the changes as humans develop to old age.	Properties and changes in materials Compare and group everyday materials on the basis of their properties. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Understand reversible changes - dissolving and mixing. Understand Irreversible changes- burning and the action of acid on bicarbonate of soda.

	T	La cational Manufadas	Harris and Blancian		
Geography	Topic taught Geographical	<u>Locational Knowledge</u>	Human and Physical		
	Skills and fieldwork	Understand time zones	<u>Geography</u>		
	 Sketch map of The 	beyond the USA	 Understand why most cities 		
	Avenue's school grounds	(previously taught in Year	are located by a river.		
		3) across the world and	 Know the names of and 		
	Locational Knowledge	work out differences.	locate some of the world's		
	Locate the world's		deserts.		
	countries and continents		Know the name of and		
	using a range of		locate a number of the		
	appropriate maps/ atlases				
			world's longest rivers		
	for deadly minibeasts.		Know and label the main		
			features of a river, and		
	Geographical Skills and		understand how a river		
	<u>Fieldwork</u>		changes shape through		
	<u>Countryside</u>		erosion and deposition.		
	 Use 8 compass points. 				
	Begin to use 4 figure co-		Locational Knowledge		
	ordinates to locate		 Locate major capital city, 		
	features on a map.		Egypt Cairo.		
	Begin to draw a variety of		Name and locate a main		
	thematic maps based on		river in the UK, and		
	their own data.		compare it to the River Nile.		
	Draw a sketch map using		compare it to the liver line.		
			Tamia tawaht Casamanhiasi		
	symbols and a key.		Topic taught Geographical		
	Draw a plan view map with		Skills and fieldwork		
	some accuracy.		To research the different		
	 Use/recognise OS map 		levels of rainfall in Egypt		
	symbols.		compared to England		
			across the year.		
		D 14055			
History		Beyond 1066	Ancient Egypt	The Tudors	
		Research the astronomer	 Know about, and name, 	Know about a theme in	
		Galileo Galilei.	some of the advanced	British history that	
			societies that were in the	extends beyond 1066, and	
			world around 3000 years	explain why this was	
			ago.	important in relation to	
				British history.	
			Know about the key	Know how to place	
			features of Ancient Egypt.	historical events and	
			Discuss and research	people from the past	
			Howard Carter.	societies and periods in a	
			Discuss what a pharaoh is	chronological framework.	
			(e.g. Tutankhamun).	Know how Britain has had	
				a major influence on the	
			Discuss the differences in a	•	
			poor person V wealthy	world.	
			person		
			Discuss the history of	• Introduce the Tudors – why	
			mummification. Why did	is this era important in	
				British History?	

			they do it? Who did they do it for? Children are to research Egyptian headwear (Nemes). What did the Egyptians invent e.g. calendar, hieroglyphics?	Explore the Battle of Bosworth and Henry VII. Explore Henry – who was he? Why is he important in British history? What were his influences on religion? How many wives did he have, and who were they? Explore and research a range of Tudor Houses (rich and poor) – discuss their features. Are houses built or look like this today? Why/why not?		
Art	Drawing Produce an anatomical line drawing of minibeasts using charcoal, different grades of pencil and biro. Children use marks and lines to produce texture. Painting Paint flowers in the style of Georgia O'Keefe. Children will create all the colours that they need using watercolour paints.	Painting Paint a night-time skyline by creating all the colours that they need using water colour paints. Painting Create a rocket ship, space painting in the style of Peter Thorpe using poster paints. Children know how to organise line, tone, shape and colour to represent forms in movement. Printing Creating printing blocks of the moon's phases using poster paints. Children print using a number of colours, create an accurate print design and know how to print on different materials.		Sculpture Experiment with and combine materials to make a 3D form of the Tudor Rose on a range of scales. Know how to sculpt clay and other mouldable materials to create a clay sculpture of the Tudor rose, including patterns and textures to combine visual and tactile qualities.	Produce drawings in the style of Salvador Dali's 'The Persistence of Memory', using chalk and oil pastels to organise line, tone, shape and colour to represent forms in movement. Drawing People/Digital Media Use an aging app to alter and integrate images they have taken into digital artwork. Children combine graphics and text, based on their research of famous quotes related to time. Children then draw half a self-portrait based on their aged photograph and combine the two together. Children know how to organise line, tone, shape and colour to represent figures.	Mosaic Create mosaic art linked to Alchemy Island using ceramic tiles.
DT	Food technology – what could be healthier? Adapting sauces			Mechanical systems – making a popup book	Digital World – Purple Mash modelling using 2 design Structures – bridges	Electrical systems – electronic greetings cards

To learn how to access and use technology (fortware and hardware) safely and responsibly, in lew that their appropriate age and year group. Coding: To create and debug simple programs (using 250) and in the process looking at grogarms (using 250) and in the process looking at grogarms (using 250) and in the process looking at grogarms (using 250) and in the process looking at grogarms (using 250) and in the process looking at grogarms (using 250) and in the process looking at grogarms (using 250) and in the process looking at grogarms (using 250) and in the process looking at grogarms (using 250) and in the process looking at grogarms (using 250). Music Music Music Steekt, use and combine a variety of software (including internet services) on a range of digital devices to create datase around a chosen in the dass to you sing 270 and in the process looking at grogarms (using 250) and in the process looking	Communities	Online Safety:	Spreadsheets:	Databases:	Game Creator:	3D Modelling:	Concept mans:
use technology joftware and hardware jacking and hardware jacking mitement services on a range of digital devices to create a debugging propriate age and year group. Coding: To create and debugging pip jorgarms justing and beforeign system. Music Music Singing, performing and listening/appreciating and debugging by bolong at different variables with a system. Music Music Music Music Singing, performing and listening/appreciating tution Study the inter-elated dimensions of music through singing and performing. Haroest festival. Play and perform in an ensemble for celebrate the Harvest festival. Play and perform in an ensemble for celebrate the Harvest festival. Play and perform in an ensemble for celebrate the Harvest, festival. And a corrections of music through and expressions of joint through and expressions of joint through and encouraged. Card concert first formances are encouraged. And a correction of music through singing and performing and expressions. Solo performances are encouraged. And corrections of music through singing and performing and encouraged. Singing apperforming and encouraged. S	Computing				<u> </u>		Concept maps:
and hardwards safely and responsibly. In line with their appropriate age and year group. Codina: To create and debugs imple programs (using 760) and in the process tooking at programs (using 760) and process tooking at process tooking at programs (using 760) and process tooking at process				, ·		′	,
responsibly, in line with their appropriate age and year group. Codina: To create and debugs simple programs (using 260) and in the process fooling at a revert on a spreadsheet using 2 Calculate. Music Music Singing, performing and listening/appreciating tution Suby the inter-related dimensions of miss; through singing and performin an ensemble to celebrate the Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. For couraged. Acros concert A		σ, .		, ,	, , , ,		
to dissign and create group. Collog: To create and debug simple programs (using 250) and in the process fooking at programming, sequenting and debugging by looking at different variables with a system. Music Singing, performing and listening/appreciating tultion Study the inter-related dimensions of music through singing and performing. Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Play and performing and performing and performing and expression. Solo performances are encouraged. Singing and performing and performing and performing and performing and performing and performing. Harvest festival. Harvest festival. Play and perform in an ensemble to celebrate the Harvest restrival. Harvest festival. Play and performing and expression. Solo performances are encouraged. Sing and performing accuracy, fluency, control and expression. Solo performances are encouraged. Sing and performing and performing and performing and performing. Motivation assembly. Sing and performing and performing and performing and performing. Motivation assembly. Sing and performing and performing and performing. Motivation assembly using their volces with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Sing and performing and performing and performing. Motivation assembly. Sing and performing and performing and performing. Motivation assembly. Sing and performing and performing and performing and performing. Motivation assembly. Sing and performing and performing and performing and performing and performing. Motivation assembly. Sing and performing and performing and performing and performing and performing and performing and performing. Motivation assembly. Sing and performing and pe		· · ·					
different calculations to a preadsheet using 2 Ccalculate. Music Singling, performing and listening/appreciating using and debugging by looking at different variables with a system. Study the inter-related dimensions of music through singing and performing. Harvest festival. Harvest festival. Harvest festival. An an ensemble to colebrate the Harvest festival. Harves		• •	= = =	_			_
To create and debug simple programs (using 260) and in the process locking at programming, sequencing and debugging by looking at different variables with a system. Singing, performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Harvest festival.			_	class topic using 2Investigate	_	a 3D model using 2Design.	
To create and debug simple programs (using 260) and in the process looking at programming, sequencing and debugging by looking at different variables with a system. Music Singing, performing and listening/appreciating tution Study the inter-related dimensions of music through singing and performing. Harvest festival. Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Flore the Carol concert using the vioces with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Singing and performing and listening/appreciating tution Study the inter-related dimensions of music through singing and performing. Carol concert Sing and performing. Carol concert using their vioces with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Singing, performing and listening/appreciating tution Study the inter-related dimensions of music through singing and performing. Sing and performing. Motivation assembly. Sing and performing. S		group.	help plan an event on a	and Avatar Creator.	share and evaluate it with		
Music Missing Zeoj and in the process looking at programming, sequencing and debugging by looking at different variables with a system. Singing, performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing.		Coding:	spreadsheet using		the class by using 2Blog and		
the process looking at programmings, sequencing and debugging by looking at different variables with a system. Music Singine, performing and listening/appreciating without the inter-related dimensions of miscit through singing and performing. Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Play and performing and expression. Solo performances are encouraged. Singine, performing and listening/appreciating without the inter-related dimensions of music through singing and performing. Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Singine, performing and listening/appreciating without the inter-related dimensions of music through singing and performing. Singing and performing. Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Scheme TBC Listening to and appreciating without the inter-related dimensions of music through singing and performing. Singing, playing the inter-related dimensions of music through singing and performing. Singing and performing and listening/appreciating dimensions of music through singing and performing. Singing and performing. Singing and performing and performing and performing. Carol concert using the violes with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Singing performing and listening/appreciating Multion Study the inter-related dimensions of music through singing and performing. Singing and performing. The performing and performing and performing and performing and performing. Singing performing and per			2Calcualte.		2DIY.		
Music Music Singing, performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Harvest festival.							
Music Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Harvest festival. Harvest festival. Harvest festival. Here care encouraged. Author A		the process looking at					
Music Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Harvest festival. Harvest festival. Harvest festival. Here care encouraged. Author A							
Music Singing, performing and system. Singing, performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing and performing.							
Music Singing_performing and listening/appreciating stution Study the inter-related dimensions of music through singing and performing. Harvest festival Play and performing and expression. Solo performances are encouraged. Marked testival Play and performing and expression. Solo performances are encouraged. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Singing_performing. Singing_perfo							
Music Singing, performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Harvest festival. Play and perform to Carol concert Sing and performing accuracy, fluency, control and expression. Solo performances are encouraged. Singing, performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Harvest festival. Play and perform in an ensemble to carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Singing, performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Carol concert Sing and performing and performing and performing and performing. Motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Singing, performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Singing, performing and listening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Singing, performing and further musical exploration. Listening and performing. There are options for assessment, deeper learning and further musical exploration. Listening and performing. Singing, pelaying Composing and Performing. Singing, Palying Composing and Performing. Singing and Performing. Singing and Performing and Further was decirated with the composition of the singing and Perfo							
Istening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Harvest festival Play and perform in an ensemble to celebrate the Harvest festival. Harvest festival Play and performing accuracy, fluency, control and expression. Solo performances are encouraged. Istening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Motivation assembly Sing and performing accuracy, fluency, control and expression. Solo performances are encouraged. Istening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Motivation assembly Sing and performing accuracy, fluency, control and expression. Solo performances are encouraged. Istening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Motivation assembly Sing and performing accuracy, fluency, control and expression. Solo performances are encouraged. Istening/appreciating tuition Study the inter-related dimensions of music through singing and performing. Study the inter-related dimensions of music through singing and performing. Motivation assembly Sing and performing solockenspiel - Charanga B Scheme How does music shape the way of our life? This Unit of Work celebrates a wide range of high-quality live and recorded music drawn from great composers and music and paperciate different musical exploration. Istening to and appreciate different musical exploration Study the inter-related dimensions of music through singing and performing. Study the inter-related dimensions of music through singing and performing. Slockenspiel - Charanga B Scheme How does music shape the way of our life? This Unit of Work celebrates a styles. The clearly sequence lessons support the key and performing. Singing Playing Composing and Performing.		2,000					
tuition Study the inter-related dimensions of music through singing and performing. Harvest festival Play and perform an ensemble to celebrate the Harvest festival. Harvest festival. Play and perform an ensemble for the Carol concert and expression. Solo performances are encouraged. Sing and performing accuracy, fluency, control and expression. Solo performances are encouraged. Study the inter-related dimensions of music through singing and performing. Motivation assembly sing and performing. Motivation assembly sing and performing. Motivation assembly sing in a performing. Motivation assembly sing in a performing. Motivation assembly sing in a performing. Motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a son for some successive the first performing. Motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play the inter-related dimensions of music through singing and performing. Study the inter-related dimensions of music through singing and performing. Study the inter-related dimensions of music through singing and performing. Study the inter-related dimensions of music through singing and performing. Study the inter-related dimensions of music through singing and perfo	Music						
Study the inter-related dimensions of music through singing and performing. Harvest festival Play and perform in an ensemble to celebrate the Harvest festival. Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Harvest festival. Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Harvest festival. Harvest festival. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and performing and performing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in an ensemble for the Carol concert using accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in an ensemble for the Carol concert using accuracy, fluency, control and expression. Solo performances are encouraged. Play and performing a							
dimensions of music through singing and performing. Harvest festival Play and perform in an ensemble for the Carol concert Using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. The concident of the motivation assembly accuracy, fluency, control and expression. Solo performances are encouraged. The concident of the motivation assembly singing and performing. Motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. The concident of the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. The concident of the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. The concident of the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. The concident of the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. The concident of the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. The concident of the section of the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. This Unit of Work celebrates a wide range of music altreation as tyles. The clearly sequenced lessons some music altrough singing and performing. Glockenspiel – Charanga B Scheme Hwo does music altrough singing and performing. Glockenspiel – Charanga B Scheme Hwo does music altrough singing and performing. Glockenspiel – Charanga B Scheme Hwo does music altrough singing and performing. Glockenspiel – Charanga B Scheme Hwo does music altrough singing and performing. Glockenspiel – Charanga B Scheme Hwo does music altrough singing and performin				1			
singing and performing. Harvest festival Play and perform in an ensemble to celebrate the Harvest festival. Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Harvest festival. Harvest festival. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Harvest festival. Harvest festival. Harvest festival. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Harvest festival. Harvest festival. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Harvest festival. Harvest festival. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Harvest festival. Harvest festival. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Harvest festival. Harvest festival. Harvest festival. Play and perform in an ensemble for the carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Harvest festival. Harvest festival. Play and performing. Scheme How does music stape the way of our life? This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key as wide range of musical styles. The clearly sequenced lessons support the key as wide range of musical styles. The clearly sequenced lessons support the key as wide range of musical styles. The clearly sequenced lessons support the key as wide range of musical styles. The clearly sequenced lessons support the key as wide range of musical styles. The clearly seq			· · · · · · · · · · · · · · · · · · ·	I	1	•	•
Harvest festival Play and perform in an ensemble to celebrate the Harvest festival. Play and perform in an ensemble to celebrate the Harvest festival. Sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and performics and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform is the motivation assembly in the motivation and expression. Solo performances are encouraged. Play and performics and expression. Solo performance		9		singing and performing.	_	_	_
Harvest festival Play and perform in an ensemble to celebrate the Harvest festival. By and perform in an ensemble to celebrate the Harvest festival. By and perform in an ensemble to celebrate the Harvest festival. By and perform in an ensemble to celebrate the Harvest festival. By and perform in an ensemble to celebrate the Harvest festival. By and perform in an ensemble to celebrate the Harvest festival. By and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. By and perform in an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. By and perform in an ensemble to celebrate the How does music shape the way of our life? This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration. Listening to and appreciate and understand a wide range of high-quality live and recorded music different musical genres Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicans. To develop an understanding of the history of music.		singing and performing.			singing and performing.		singing and performing.
Play and perform in an ensemble to celebrate the Harvest festival. Brig and perform in an ensemble to celebrate the Harvest festival. Carol concert Sing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Sing and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform a song for the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and perform in the motivation assembly using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Play and performing the key as wide range of musical styles. The clearly sequenced wide range of musical styles. The clearly sequenced as wide range of musical styles. The clearly sequenced wide range of musical styles are and understand a wide range of musical st		Howevet footivel	performing.		Mativation assembly		Claskansnial Charanga B
ensemble to celebrate the Harvest festival. Sing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Bing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Bing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Bing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Bing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Bing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Bing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Bing and perform instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Bing and performing. The Model Music Curriculum; Listening of the English Model Music Curriculum; Listening of the Distorm of the Carol concert and understand a wide range of fluency. Bing and performing. The learly sequenced lessons support the key areas of the English Model Music Curriculum; Listening of the Distorm of the English Model Music Curriculum; Listening of the Distorm of the Solo fluency areas of the English Model Music Curriculum; Listening of the Distorm of the English English and Performing. The area options for assessment, deeper learning and fu			Caval concert				-
Harvest festival. Instruments as an ensemble for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. Performances are encouraged. Istening to and appreciating different encouraged. Istening to and appreciated a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration. Listening to and appreciate different musical exploration. Listening to and appreciate different traditions and genres from great composers and musicians. To develop an understanding of the history of musicians. To develop an understanding of the history and musicians. To develop an understanding of the history understanding of the history		, ,					<u>scheme i BC</u>
for the Carol concert using their voices with increasing accuracy, fluency, control and expression. Solo performances are encouraged. In a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration. Listening to and appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and wide range of high-quality live and recorded music different traditions and genres from great composers and musicians. To develop an understanding of the history					•		Listening to and
their voices with increasing accuracy, fluency, control and expression. Solo performances are and expression. Solo performances are encouraged. The increasing accuracy, fluency, control and expression. Solo performances are encouraged. The increasing accuracy, fluency, control and expression. Solo performances are encouraged. The increasing accuracy, fluency, control and expression. Solo performances are encouraged. The increasing accuracy, fluency, control and expression. Solo performances are encouraged. The increasing accuracy, fluency, control and expression. Solo performances are encouraged. The increasing accuracy, fluency, control and expression. Solo performances are encouraged. The increasing accuracy, fluency, control and expression. Solo performances are encouraged. The increasing accuracy, fluency, control and expression. Solo performances are encouraged. The increasing accuracy, fluency, control and expression. Solo performances are encouraged. The increasing accuracy fluency, control and expression. Solo performances are encouraged. The increasing accuracy fluency, control lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration. Listening to and appreciate different musical genres and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. To develop an understand a wide range of high-quality live and recorded music drawn from great composers and musicians. To develop an understand a wide range of high-quality live and recorded music drawn from great composers and musicians. To develop an understand a wide range of high-quality live and recorded music drawn from great composers and musicians. To develop an understand a wide range of high-quality live and recorded music drawn from great composers and musicians. To develop an understand a wide range of high-quality live and recorded music dif		riai vest restivai.			_		-
accuracy, fluency, control and expression. Solo performances are encouraged. Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration. Listening to and appreciate different musical genres Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. To develop an understand a wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history of music.						_	
and expression. Solo performances are encouraged. areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration. Listening to and appreciate different musical genres Appreciate and understand a wide range of high-quality live and recorded music drawn from great composers and musicians. To develop an understanding of the history					•		
performances are encouraged. Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration. Listening to and appreciate different musical genres Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history					•		
encouraged. Singing, Playing Composing and Performing. There are options for assessment, deepr learning and further musical exploration. Listening to and appreciate different musical genres Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history			performances are			Music Curriculum; Listening,	live and recorded music
options for assessment, deeper learning and further musical exploration. Listening to and appreciate different musical genres Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history			encouraged.				drawn from great composers
deeper learning and further musical exploration. Listening to and appreciate different musical genres Appreciate and understand a wide range of high-quality live and rom different drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history						and Performing. There are	and musicians. To develop an
musical exploration. Listening to and appreciate different musical genres Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history							understanding of the history
Listening to and appreciate different musical genres Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history							of music.
different musical genres Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history							
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history						<u>Listening to and appreciate</u>	
wide range of high-quality live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history							
live and recorded music drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history							
drawn from different traditions and genres from great composers and musicians. To develop an understanding of the history							
traditions and genres from great composers and musicians. To develop an understanding of the history							
great composers and musicians. To develop an understanding of the history							
musicians. To develop an understanding of the history							
understanding of the history							
						I	
						of music.	

MFL	<u>Bonjour</u>	<u>En classe</u>	Mon corps	Les animaux	<u>La famille</u>	Bon Anniversaire!
	Saying hello and goodbye	Classroom objects	Introducing parts of the body	Animals and pets	Identifying members of your	Recognise and asks for
	Asking and saying your name	Colours	Describing eyes and hair	Numbers 11 – 20	family	various snacks
	Asking and saying how you	Saying your age	Days of the week	Giving someone's name	The alphabet	Giving opinions about food
	are	Classroom instructions	Character descriptions	Describing someone	Household items	Numbers 21 – 31
	Nouns (musical instruments)				Using prepositions sur and	Months of the year
	Number 1 - 10				dans to describe position	
PE	<u>Netball</u>	<u>Yoga</u>	<u>Dodgeball</u>	<u>OAA</u>	<u>Rounders</u>	<u>Athletics</u>
	Different passes to keep	Building strength, flexibility	Throwing, dodging and	Problem solving	Throwing underarm and	Running over longer
	possession and attack	and balance.	catching.	Share ideas to create	overarm, catching and	distances, sprinting, relay,
	towards a goal.	Create their own flows and	Select and apply tactics to the	strategies and plans to	retrieving a ball. Different	long jump, triple jump, shot
		lead others.	game	produce the best solution to	roles of bowler, backstop,	put and javelin.
				a challenge.	fielder and batter	
				Navigate using a map.		

PSHE	Being me in my world	Celebrating difference	Drear	ns and goals	Healthy	<u>me</u>	<u>Relationships</u>		Changing me
	Planning the forthcoming	Cultural differences and how	Futu	ire dreams	Smoking, includ	ing vaping	Self-recognition and se	-flد	Self- and body image
	year	they can cause conflict	The impo	rtance of money	Alcoho	ol	worth		Influence of online and
	Being a citizen	Racism	Jobs	and careers	Alcohol and ar	nti-social	Building self-esteem	1	media on body image
	Rights and responsibilities	Rumours and name-calling	Dream jol	and how to get	behavio	ur	Safer online communities		Puberty for girls
	Rewards and consequences	Types of bullying		there	Emergency aid		Rights and responsibilities		Puberty for boys
	How behaviour affects	Material wealth and	Goals in d	lifferent cultures	Body ima	age	online		Conception (including IVF)
	groups	happiness	Supporting	g others (charity)	Relationships v	with food	Online gaming and gamb	oling	Growing responsibility
	Democracy, having a voice,	Enjoying and respecting	М	otivation	Healthy ch	oices	Reducing screen time	e	Coping with change
	participating	other cultures			Motivation and	behaviour	Dangers of online groon	ning	Preparing for transition
							SMART internet safety r	ules	
RE	Why do some people believe	God What would Jesus	s do?	What can be d	lone to reduce	If God is e	verywhere, why go to a	<u>Wha</u>	t does it mean to be a Muslim
	exists?	Can you work out what r	mattered to	racism? Can r	religion help?	pla	ace of worship?	i	in Britain today?
	How many people believe in G	iod? Jesus from 10 things he	said? What			What is a p	lace of worship? What is	٧	Vhat helps you through the
	Is God Real? What do Christia	ans was his 'mission state	ement'?	Racism: what is	it, and why is it	t, and why is it it for?		i	iourney of life?

Is God Real? What do Christians think?
How do we know what is true?
Why do people believe or not believe in God?
What do Christians believe about how the world began? Do they all share the same idea?
Is God Real? Why do some people believe God exists? Why do some

people believe God doesn't exist?

Lan you work out what mattered to
Jesus from 10 things he said? What
was his 'mission statement'?
How did Jesus teach his followers
to love?
What do Jesus' parables about
forgiveness teach to Christians
today?
How do Christians today try to

How do Christians today try to follow Jesus' teaching about justice and fairness?

What did Jesus teach about being generous and being greedy?
What does the teaching of Jesus have to say about some problems people face today?
What have we learned about living

What have we learned about living by the values of Jesus in the modern world?

Racism: what is it, and why is it unfair?
What can we learn from the stories of two statues in Bristol?
How did Saint Peter learn that 'God has no favourites'?
The Golden Rule and Silver Rule: what are they, and why are these rules found in so many religions?
Can following the Golden Rule reduce racism?
Anti-racist people from different religions – what can we learn from some examples?

How can I express my own vision

for justice and equality?

it for?
What is a Christian place of worship? What is it for?
What is a Hindu place of worship?
What is it for?
What is a Jewish place of worship?
What is it for?
Are people more important than the place?
What does a place of worship mean to believers?

What helps Muslims through the journey of life? What is the key belief of Muslims? How does this affect their life? Why does prayer matter to Muslims? How is charity important to Muslims? How is charity important to you? Why do Muslims fast and want to go on pilgrimage? Where do people get advice and guidance from? What is a special place for Muslims? Can you think of similar commitments to the five pillars in your life?