

St. Mary's YEAR 5 LONG TERM PLAN

	Autumn		Spring		Summer	
Values Heartsmart	LOVE 'Get HEARTSMART'	COMPASSION 'Don't Forget to Let Love In!'	RESPECT 'Too much Selfie isn't healthy!'	COURAGE 'Don't Rub it in, Rub it Out!'	HONESTY 'Fake is a Mistake!'	DETERMINATION 'No Way through isn't true!'
Maths	<p>Read, write, order and compare numbers to at least 1 000 000</p> <p>Count forwards or backwards in steps of powers of 10 for an given number up to 1 000 000</p> <p>Interpret negative numbers in context.</p> <p>Read Roman numerals to 1000 (M)</p> <p>Add and subtract numbers mentally with increasingly large numbers</p> <p>Use written methods to add and subtract numbers with more than 4 digits</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why</p> <p>Round numbers up to 1,000,00 to nearest 10,100,1000</p> <p>Interpret information in graphs and tables</p> <p>Identify and solve problems involving multiples, factors, prime numbers, square and cubed numbers</p> <p>Multiply and divide by multiples of 10,100 and 1000</p> <p>Measure and calculate perimeter and area.</p>		<p>Use a range of mental and written methods to solve multiplication (up to 4 digit x by 2 digit) and division (up to a 4 digit number by a 1 digit number)</p> <p>Solve problems involving multiplication and division.</p> <p>Find equivalent fractions</p> <p>Convert between improper fractions and mixed numbers</p> <p>Compare and order fractions</p> <p>Add and subtract fractions</p> <p>Multiply fractions</p> <p>Calculate fractions of amounts</p> <p>Compare and find equivalences between fractions, decimals and percentages.</p> <p>Solve problems involving fractions, decimals, percentages</p>		<p>Add and subtract decimals</p> <p>Multiply and divide decimals by powers of 10</p> <p>Measure angles in degrees</p> <p>Calculate missing angles around a point and in shapes.</p> <p>Reason about parallel and perpendicular lines</p> <p>Reflect and translate shapes with and without coordinates</p> <p>Recognise and convert between all metric units of measurement</p> <p>Recognise, use and convert between different imperial units of measurement.</p> <p>Convert units of time.</p> <p>Interpret timetables.</p> <p>Estimate, measure and compare volumes and capacity.</p>	
English	<p><u><i>Queen of the Falls by Chris Van Allsburg</i></u> Writing Recount writing Identify the audience for and purpose of writing Organise paragraphs around a theme Use commas after fronted adverbials Use commas to clarify meaning or avoid ambiguity in writing Final Outcome: To write a series of diaries about significant events in Annie Edson Taylor's life. Greater Depth: To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters.</p> <p>Reading comprehension Draw inferences (characters feelings, thoughts and motives) and justify with evidence Evaluate author's language choice Participate in discussion</p>		<p><u><i>The Hunter by Paul Gerahty</i></u> Writing Narrative adventure story Identify the audience and purpose of writing Use a wide range of devices to build cohesion across paragraphs using adverbs and adverbial and tense choices Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Proof read for spelling and punctuation errors Final Outcome: To write a narrative based on the structure of The Hunter by changing the characters, animal and setting Greater Depth: To re-tell the story from the animal's point of view</p> <p>Reading comprehension: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p>		<p><u><i>The Paperbag Prince by Colin Thompson</i></u> Writing Persuasive / information poster (hybrid text) Identify the audience for and purpose of writing Enhance meaning through selecting appropriate grammar and vocabulary Use consistent and correct tense Distinguish between the language of speech and writing. Proof-read for spelling and punctuation errors Final Outcome: To write a persuasive leaflet to give information about waste management (for councils to distribute to home and schools). Greater Depth: To write an oral presentation for a TV or online broadcast (vlog) as expert. <u><i>Courageous advocacy</i></u> Reading comprehension: Make comparisons Ask questions</p>	

Provide reasoned justifications

The Lost Happy Endings by Carol Ann Duffy and Jane Ray
Writing

Fiction writing

Expanded noun phrases to convey complicated information concisely

Describe settings, characters and atmosphere

Integrate dialogue to convey character and advance the action

Inverted commas and other punctuation to punctuate direct speech

Final Outcome: To write a traditional tale focusing on describing settings, characters and an alternative ending.

Greater Depth: To write the traditional tale from a woodland creature's point of view who is also scared by the witch.

Reading comprehension

Identify and discuss themes and conventions

Draw inferences (characters' feelings, thoughts and motives)

Justify with evidence

Evaluate author's language choice (including figurative language)

Explain and discuss understanding of reading

Provide reasoned justifications

Good Night Stories for Rebel Girls

Reading

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

Hansel and Gretel

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

Predict what might happen from details stated and implied

Make comparisons within and across books

Opportunity for Courageous advocacy

The Darkest Dark by Chris Hadfield

Writing

Recount writing - Biography

Identify the audience and purpose of writing

Use a wide range of devices to build cohesion across paragraphs using

adverbs and adverbial and tense choices Enhance meaning through

selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Integrate dialogue to convey character and advance the action

Proof read for spelling and punctuation errors

Final Outcome: To write a formal biography about Chris Hadfield.

Greater Depth: To write a formal biography about Chris Hadfield including an extra section in informal first person.

Reading comprehension:

Predict from details stated and implied

Identify and discuss themes and conventions

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence

Summarise main ideas

Evaluate authors' language choice

Retrieve, record and present information

Odd and the Frost Giants

Reading

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

Exploring Space

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

Predict from details stated and implied

Retrieve, record and present information

Provide reasoned justifications

Arthur and the Golden Rope by Joe Todd-Stanton

Writing

Story writing

Identify the audience for and purpose of writing

Enhance meaning through selecting appropriate grammar and vocabulary

Describe settings, characters and atmosphere

Integrate dialogue to convey character and advance the action

Precis longer passages

Propose changes to vocabulary grammar and punctuation to enhance effects and clarify meaning

Use consistent and correct tense

Proof-read for spelling and punctuation errors

Final Outcome: To write a myth: to create characters (heroes, villains and monsters) and settings.

Greater Depth: To write a myth from a different character's point of view

Reading comprehension:

Draw inferences (characters' feelings, thoughts and motives) and justify with evidence

Identify themes and conventions

Evaluate author's language choice

• Make comparisons

Pollution – a look behind the scenes

Reading

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language

Make comparisons within and across books

AFRICAN TALES: A Barefoot Collection

Predict what might happen from details stated and implied

Explore the meaning of words in context

Retrieve, record and present information

Summarise the main ideas from more than one paragraph

Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence

- Identify and discuss themes and conventions

- Distinguish between fact and opinion

Identify how language, structure and presentation contribute to meaning

Evaluate authors' language choice, including figurative language (2g)

Make comparisons within and across books (2h)

<p>Science</p>	<p>Work scientifically Learning the methodologies of the discipline of science Use and create classification keys and use scientific criteria to understand groups and features of living things. Use data to present graphs to show people/animals change over time.</p> <p>Investigate living things Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.</p> <p>Understand animals and humans Describe the changes as humans develop from gestation to old age.</p>	<p>Work scientifically Learning the methodologies of the discipline of science Sort materials according to similar and different scientific properties. Design Fair Tests to investigate changes of state and the processes that cause changes from solid, liquids and gases. Choose own equipment to investigate reversible and irreversible changes.</p> <p>Investigate materials Compare and group together 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 Learn how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests. Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.</p>	<p>Work scientifically Learning the methodologies of the discipline of science Plan and design own investigations to prove the impact on different types of Force. Use data and present data in different formats to show the sun, moon and earth movement and patterns.</p> <p>Understand the Earth's movement in space Describe the movement of the Earth and other planets relative to the sun in the solar system Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Understand movement – forces and magnets Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>
<p>R.E <i>Opportunity for Courageous advocacy</i></p>	<p>Understand beliefs and teachings Understanding the key teachings of Jesus and explore the Bible as a whole. Understand the biblical perspective of the nativity story.</p> <p>Understand practices and lifestyles Understanding the day-to-day lives and practices of Christians and deepen children's understanding of the importance and impact of the contents of the Bible in the lives of Christians. Deepen children's understanding of what Christians believe to be the true meaning of Christmas</p> <p>Understand how beliefs are conveyed Read and interpret Bible stories that show the message from God.</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people.</p> <p>Understand values Develop further children's understanding of the significance of holy books in the lives of the people of all world faiths (Hinduism and Humanism). Increase pupil's knowledge and understanding of the place of the incarnation in God's Big Story</p>	<p>Understand beliefs and teachings Emphasise Jesus' skills as a great teacher.</p> <p>Understand practices and lifestyles Emphasise that Christians believe that Easter is the celebration of Christ's triumph and victory over death. This is at the very heart of Christian belief.</p> <p>Understand how beliefs are conveyed Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs.</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people. Consider carefully the messages of the parables and how they impact on the lives of practising Christians. Reflect on their own understanding.</p> <p>Understand values Appreciation of how many people place values as an important aspect of their lives.</p>	<p>Understand beliefs and teachings Develop the children's understanding of Christian hope and the promise of eternal life with God. To realise the significance of the life of St Paul and the concept of mission.</p> <p>Understand practices and lifestyles Understanding the day-to-day lives and practices of Christianity, develop pupil's understanding of Hindu beliefs about death and life after death. Develop understanding of Humanist beliefs about death. To learn basic facts about how Christianity spread throughout Britain.</p> <p>Understand how beliefs are conveyed Understanding how books, scriptures, readings and other important means of communication are used to convey beliefs in all three religions. Provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians.</p> <p>Reflect Appreciation of how religion plays an important role in the lives of some people. Give children an opportunity to ask questions, and discuss feelings about loss, death and heaven. Give children an opportunity to express their ideas and perceptions of loss, death, heaven and eternal life</p> <p>Understand values Develop pupil's understanding and knowledge of how people of faith mark the end of life.</p>

<p>Geography</p>	<p>North and South America: how diverse are their places and landscapes? Investigate places Explore the diversity of landscapes in North and South America. Biomes</p> <p>Investigate patterns Compare climates, populations, economy and diversity of wildlife.</p> <p>Communicate geographically Use 4 figure and 6 figure grid references and mapping skills.</p>	<p>Local and global: why are trees and forests important? Investigate places Learn, locate and identify all of the world's biomes. Define what a biome is. Compare the forest biomes of the world. Compare physical and human geography. Use different types of fieldwork to observe, measure and record the human and physical features in the local area to suggest location for planting trees in the local area.</p> <p>Investigate patterns Describe how the local area is changing and explain some of the reasons for change. Map trees in the local area, understand when trees have been planted and significance of changes locally, nationally and globally.</p> <p>Communicate geographically Use keys and scales to map and locate forests globally</p>	<p>Natural resources: what are they, where are they found, why are they important? Sustainable world: does it matter how we live? Investigate places, investigate patterns, communicate geographically</p> <p>Renewable and non-renewable sources of energy, use of natural resources, water as a precious resource. Describe how the world is changing and explain some of the reasons for change – global food production, economic minerals and wood.</p> <p><i>Opportunity for Courageous advocacy</i></p>
<p>History</p>	<p><u>The Victorians.</u></p> <p>Investigate and interpret the past Understand the Victorian society- the role of men,women and children of different classes. Learn about the impact of major changes such as the Industrial Revolution.</p> <p>Build an overview of world history Understand the impact of the British Empire</p> <p>Understand chronology Find dates of significant laws, inventions and major events that impacted on society.</p> <p>Communicate historically Use and explain the purpose and suitability of different types of historical source and why they are similar or different to other periods of history.</p> <p><u>The Local Mersey area</u></p> <p>Investigate and interpret the past Use documents, maps and artefacts to build up a picture of the changes in the Mersey region over time.</p> <p>Build an overview of world history Understand the place of the Mersey Region in the world at different times- the impact of invader and settlers, changes in industry and ways of living.</p> <p>Understand chronology Relate the changes in the area to events and periods of history studied</p> <p>Communicate historically Use a range of primary and secondary sources to draw own conclusions for the nature of the local area and historical changes.</p> <p><i>Opportunity for Courageous advocacy</i></p>	<p><u>The Ancient Greeks</u></p> <p>Investigate and interpret the past Understand why we know so much about a period so long ago and why it has significance and influence today. Use and choose a range of sources including artefacts to draw conclusions.</p> <p>Build an overview of world history Research and present ideas that show similarities and differences in Ancient Greek life and ideals compared to e.g. Roman rule, Egyptian civilisation, and with life today.</p> <p>Understand chronology Place the Ancient Greek period in context and the reason for the spread of the empire in its time and context.</p> <p>Communicate historically Using historical vocabulary and techniques to convey information about the past; including the Greek language and words and concepts that still influence life in the world today.</p>	<p><u>The Local Mersey area and Halton village</u></p> <p>Investigate and interpret the past Use documents, maps and artefacts to build up a picture of the changes in the Mersey region over time.</p> <p>Build an overview of world history Understand the place of the Mersey Region in the world at different times- the impact of invader and settlers, changes in industry and ways of living.</p> <p>Understand chronology Relate the changes in the area to events and periods of history studied</p> <p>Communicate historically Use a range of primary and secondary sources to draw own conclusions for the nature of the local area and historical changes.</p> <p><i>Opportunity for Courageous advocacy</i></p>

<p>Computing</p>	<p>Sharing information Develop their understanding of computer systems and how information is transferred between systems (small scale and large scale) and devices. Learn how search engines work and what influences searching.</p> <p>Self-image and identity Explain how identity online can be copied, modified or altered. Demonstrate how to make responsible choices about having an online identity depending on context.</p> <p>Vector drawing Create vector drawings using different drawing tools to create images. Learn to layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</p> <p>Online relationships Learn about technology specific forms of communication and that those communicated with may not be trust-worthy. Understand how someone can get help if they are having problems and identify when to tell a trusted adult, understand what to do to support others and how to report problems online. I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions.</p>	<p>Video editing Learn how to create short videos in groups and develop the skills of capturing, editing, and manipulating video.</p> <p>Flat-file data Bases This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data and create graphs and charts from their data to help solve problems.</p> <p>Managing online information Explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine.</p>	<p>Selection in physical computing Use physical computing to explore the concept of selection in programming. Understand conditions as a means of controlling the flow of actions and make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure).</p> <p>Privacy and security Explain what a strong password is and demonstrate how to create one. Explain how many free apps or services may read and share private information with others</p> <p>Selection in quizzes Develop knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false.</p>
<p>P.E</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Flag football(Invasion games) Abstract Angles (gymnastics) The Victorians(Dance)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Leadership (Outdoor adventure) Accuracy & Rallies(Net games) Invasion in a team(Hockey/football)</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle. Learning a range of physical movements and sporting techniques.</p> <p>Olympic Training(Athletics) Cricket(Striking &Fielding) Exploring(Striking &Fielding)</p>
<p>Art</p>	<p>‘Art in fashion’ Develop ideas Create abstract art designs in different ways using a range of media to develop ideas for a fabric design to use on a particular piece of clothing, such as a dress or jacket.</p> <p>Master techniques Further explore techniques and colour theory when mixing paint. Understand how using complimentary and contrasting colours created an effect in the design.</p> <p>Take inspiration from the greats Use inspiration of Expressionist artists to explore fashion design and see how these have influenced designs of patterns used in fashion. Explore the patterns created in Op Art. Piet Mondrian.</p>	<p>‘The Art of the Anatomy’ Develop ideas Use Leonardo da Vinci’s ideas about the human body to design a body sculpture. Use sketches and explore different methods of creating the different elements of the body.</p> <p>Master techniques Use the ‘ball and socket’ technique to represent the human body. Learn to use proportion to draw the human body with greater accuracy and detail. Create sculptures – human skeleton & papier maché head including decorative embellishments.</p> <p>Take inspiration from the greats Explore what helped Ancient Greek sculptors to get better at their art. Find out about Leonardo da Vinci’s achievements and inspirations and explore Renaissance portraiture.</p>	<p>‘Art and Religion’ Develop ideas Explore different colour and light and dark contrasts. Try different patterns inspired by Islamic art. Develop repeating patterns.</p> <p>Master techniques Print Islamic art-inspired designs.</p> <p>Take inspiration from the greats Islamic Art.</p>
<p>DT</p>	<p>Master practical skills Developing the skills needed to make high quality products. Moving Mechanisms. Use joining, strengthening techniques. Use dowel and moving cams. Create a Victorian style toy with moving parts.</p> <p>Design, make, evaluate and improve Developing the process of design thinking and seeing design as a process.</p>	<p>Master practical skills Developing the skills needed to make high quality products. Kites – frame structures. Practise measuring and cutting accurately. Understand how to join materials to ensure a quality product.</p> <p>Design, make, evaluate and improve Use inspiration from existing products and design ideas from crafts people such as Leonardo Da Vinci to develop a design for a kite. Make the kite and test it. Improve design according to the success of the</p>	<p>Master practical skills Food Technology. Design, taste and evaluate a Greek Dish (Moussaka). Use skills of food hygiene and safety, cutting and presenting.</p> <p>Design, make, evaluate and improve Developing the process of design thinking and seeing design as a process. Create a Greek salad. Use cutting and arranging to present well.</p>

	<p>Take inspiration from design throughout history Appreciating the design process that has influenced other products with moving mechanisms</p>	<p>testing.</p> <p>Take inspiration from design throughout history Study kite making – its history and how it has developed in different countries. Use findings to design a kite that fits the design brief.</p>	<p>Take inspiration from design throughout history Learn about the origins of the ingredients and elements of the Greek Food. How and why they grow well in this region</p>
<p>Music-Charanga</p>	<p><u>Musical Spotlight: Melody and Harmony in Music</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Ab, Bb, B Learning about what a melody (or a tune) is -group of notes played one after another.</p> <p>Learning about how 'melody' contrasts with 'harmony'. (Harmony means notes which are played at the same time, like chords)</p> <p>Learning about how composers often think of a melody and then add harmony to it.</p> <p>Learning about and exploring voices that sing the melodies.</p> <p>Learning about how instruments used within music create the harmonies.</p> <p>Social Question: How Does Music Bring Us Together?</p> <p><u>Musical Spotlight: Sing and Play in Different Styles</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B.</p> <p>Learning to Sing and play in different styles with different grooves and that this is part of being in a band or an ensemble.</p> <p>Learning about music from all around the world, too.</p> <p>Learning that in music 'tempo' refers to the speed of the beat – or how fast or slow the music sounds.</p> <p>Learning that is music, sometimes tempos stay the same throughout a song, and sometimes they change.</p> <p>Learning and exploring different tempos in different pieces of</p>	<p><u>Musical Spotlight: Composing and Chords</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, Ab, A, Bb, B</p> <p>Learning that if we play three or more pitches together, we can create chords in music.</p> <p>Learning about chords and that they provide the basis for accompaniment in music.</p> <p>Learning how to use chords in compositions, and that they can create music that is really interesting.</p> <p>Learning to create an accompaniment.</p> <p>Social Question: How Does Music Improve Our World?</p> <p><u>Musical Spotlight: Enjoying Musical Styles</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, Eb, F#, F, G, Ab, A, Bb</p> <p>Learning about different, wonderful and interesting styles of music. Learning about 'texture' in music('Texture' refers to the layers of sound you hear in a piece of music)</p> <p>Learning about how texture can be the number of voices and instruments you hear at once.</p> <p>Learning about how different styles of music have different textures.</p> <p>Learning about and explore how voices and instruments</p>	<p><u>Musical Spotlight: Freedom to Improvise</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, A, Bb, B</p> <p>Learning to improvise using notes that lie further apart? Learning about 'intervals' in music (refers to the distance between two pitches.)</p> <p>Learning about how some notes lie right next to each other (stepping motion) while other notes lie further apart (skipping motion).</p> <p>Social Question: How Does Music Shape Our Way of Life?</p> <p><u>Musical Spotlight: Battle of the Bands!</u></p> <p>Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, Eb, E, F, F#, G, G#, Ab, A, Bb</p> <p>Learning how to create a fun and confident performance with your choice of music and songs.</p> <p>Learning about how to introduce music professionally, and think about your audience and what they would like to see and hear.</p> <p>Social Question: How Does Music Connect Us with the Environment?</p>

	music. Social Question: How Does Music Connect Us with Our Past?	combine to create texture in music. Social Question: How Does Music Teach Us About Our Community?	
MFL French	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>My town Telling the time More numbers Adjectives – small and large Que vois-tu ? Je vois...</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>My town and telling the time Grammatical gender – nouns & adjectives Extend range of spoken questions and answers Learn negative adverb Extend spoken sentences linking with a conjunction</p>	<p>Read fluently</p> <p>Write imaginatively</p> <p>Speak confidently</p> <p>Understand the culture of the countries in which the language is spoken</p> <p>More numbers (to 50) Preposition a Time Days of the week Verbs for leisure activities Il/elle Revise colour and describe garden</p>
PSHE/RSE	<p>Caring friendships</p> <p>Mental wellbeing</p> <p>Respectful relationships</p> <p>Being Safe</p> <p>Internet Safety and Harms</p> <p>Families and people who care for me</p> <p>Health and prevention</p> <p>First Aid – Calling for help</p>	<p>Caring friendships</p> <p>Respectful relationships</p> <p>Mental wellbeing</p> <p>On Line relationships</p> <p>Internet Safety and Harms</p> <p>First Aid – Head Injuries</p>	<p>Caring friendships</p> <p>On Line relationships</p> <p>Internet Safety and Harms</p> <p>Being Safe</p> <p>Drugs Alcohol and Tobacco</p> <p>Mental wellbeing</p> <p>Changing Adolescent Bodies</p> <p>First Aid – Bleeding Life Support</p>