

Y5	Science	History	Geography	Art & Design	DT	Music	Computing	Languages	RE	PSHE	PE
<b>Aut 1</b> The Maya	Animals including humans (biology)	The Maya civilizations Engage: Food tasting experience Visit: School Archeologist		Painting: Andrés Curruchich	Food: Can you make a tortilla wrap? Research, plan, make, evaluate.	To recreate Mayan flute music using recorders	Google Slides Research task - design and create a brochure about A Mayan site (travel site)	The high street, giving directions and asking where places are	What can we learn from stories from the Bible? Diwali	Being Me in My World	Tag Rugby Hockey
<b>Aut 2</b> The Maya	Living things and their habitats (biology)		To understand both the human and physical geography of South America. Express: Mayan Gallery	Sculpture: Maya ceramics	Textiles: Can you create a Mayan weave? Research, plan, make, evaluate.	Play and perform musical ideas. (Young voices)	Google sheets Devise a spreadsheet to manage a Mayan Event	Revision of days of the week and times of the day Reading a short text Christmas	What can we learn from stories from the Bible? Christmas	Celebrating Difference	Dance Handball
<b>Spr 1</b> Off with their heads!	Forces (physics)	The life and reign of Henry VIII over the Tudor period. Visit: Gainsborough Old Hall Engage: Library service artefact talk		Drawing: Nicholas Hilliard (Tudor portraits)	Materials: Can you design and make a Tudor stock? Research, plan, make, evaluate.	Play and perform musical ideas. (Young voices) Build performance skills with confidence and accuracy	Coding - Scratch	Revision of sports/hobbies Numbers 0-50	Keeping 5 Pillars: what difference does it make?	Dreams & Goals	Athletics Basketball
<b>Spr 2</b> Off with their heads!	Forces (physics)	The life and reign of Henry VIII over the Tudor period. Express: Anne Boleyn trial		Collage: Tudor buildings	Textiles: Can you make the Tudor rose? Research, plan, make, evaluate.	Drumming	Coding - Scratch	Revision of fruits and foods (breakfast and dessert)	Keeping 5 Pillars: what difference does it make? Easter	Healthy Me	Football Gymnastics
<b>Sum 1</b> Investigating our World.	Earth & Space (physics)		An understanding of physical geography around the world and the UK. Engage: Local walk to Clifton Park	Pastels: Peter Thorpe (rocket artwork)	Construction: Can you create a bee hotel? Research, plan, make, evaluate.	Drumming	E-Safety Exploring 3 applications to complete a task around the world.	Revision of days of the week/months of the year, writing the date	Why are there now over 50 mosques in Yorkshire? Ramadan/ Eid	Relationships	

<b>Sum 2</b> <b>Investigating our World.</b>	States of Matter (chemistry)		An understanding of human geography around the world and in the UK.  Express: Den building exhibition Visit: Peak District Explorers Map Skills	Printing: Nature images (Anna Atkins)	Materials: Can you build a waterproof den?  Research, plan, make, evaluate.	Drumming	Graph construction using data	Weather, seasons, detailed description of where you live	Why are there now over 50 mosques in Yorkshire?	Changing Me	
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<b>Aut 1</b> <b>Mayans</b>	Animals including humans (biology)	The Maya civilizations  Engage: Food tasting experience Express: Mayan kitchen (children's food) Visit: School Archeologist		Painting: Andrés Curruchich	Food: Can you make a tortilla?  Research, plan, make, evaluate.	To recreate Mayan flute music using recorders	Google Slides Research task - design and create a brochure about A Mayan site (travel site)	The high street, giving directions and asking where places are	What can we learn from stories from the Bible?  Diwali	Being Me in My World	Tag Rugby  Hockey
<b>Curriculum Drivers</b>	<b>Community</b> - Respect all living creatures. <b>Possibilities</b> - Think about future career possibilities in science. <b>Responsibility</b> - Behave in a responsible manner when carrying out scientific experiments.	<b>Community</b> - Be able to share knowledge and learning with families. <b>Possibilities</b> - To understand how other civilisations existed. <b>Responsibility</b> - Take responsibility for a group project about the Mayans.		<b>Community</b> - To share their learning with families at home. <b>Possibilities</b> - Be inspired by a successful artist. <b>Responsibility</b> - Take responsibility for art equipment and use it with care	<b>Communities</b> - To be able to cook and eat as a family <b>Possibilities</b> - To develop life skills, meal ideas and potential career opportunities. <b>Responsibility</b> - be responsible for providing safe, hygienic and edible food.	<b>Community</b> - Share music performances with families in the community (Young Voices). <b>Possibilities</b> - Be inspired by musicians and music from around the world. <b>Responsibility</b> - Show a responsible attitude towards musical instruments.	<b>Community</b> - Look at everyday uses for coding and how this helps make everyday life easier. <b>Possibilities</b> - Look at careers involving computer programming. <b>Responsibility</b> - Children develop responsibility for technology.	<b>Community</b> - Learn about Spanish speakers in the community. <b>Possibilities</b> - Children will be able to describe where they live, in Spanish. <b>Responsibility</b> - Apply learnt vocabulary from previous lessons.	<b>Community</b> - Gain understanding and respect for all faith groups within our school community. <b>Possibilities</b> - Understand that it is possible to explore any faith and ask questions to learn more. <b>Responsibility</b> - Encourage children to live respectfully and be role models for others by supporting people of all faiths.	<b>Communities</b> - Understand myself and how I fit into my community. <b>Possibilities</b> - Unlock potential opportunities and develop ideas into potential future aspirations. <b>Responsibility</b> - Children become responsible, well rounded citizens who understand themselves.	<b>Communities</b> - Become aware of the local clubs.  <b>Possibilities</b> - Sign up to rugby or hockey clubs.  <b>Responsibility</b> - Pupils develop their communication and teamwork skills to be successful in different sporting situations.
<b>Key Vocabulary</b>	Adolescent, Adult, child, embryo, foetus, gestation, reproduction, life expectancy, metamorphosis.	glyphs, codices, chichen itza, cacao, ahau, batab, itzamna, huipil, kin, kukulcan, uinal		Shade, atmosphere, geometric, composition, texture, strokes. tone, complimentary colours.	Plan, research, make, evaluate, annotate, design, label, prototype, hygiene.	Pitch, tempo, duration, dynamics, timbre, texture, structure, techniques	Multimedia effects, multimedia modification, transitions, hyperlinks, editing tools, refining, online sharing	Un mercado, Una tienda, Un supermercado, Una oficina de correos, Un banco, Un café, Una plaza, Una tienda de ropa, Una catedral.	Trinity, gospel, prophecy, Bible, Old and New Testament, baptism, Namaste, Brahman, Trimurti, Brahma, Vishnu, Shiva, Navaratri, Durga, Parvati,	Education, appreciation, opportunities, goals, motivation, vision, hopes, challenges, rights, British citizen, denied, empathise, wealth, poverty, prejudice, responsibilities, rewards, consequences, choices, co-operation, collaboration, participation	Tag Rugby: passing, running, backwards, tag, straight, space, teamwork, try-area, defend, attack, retain, contest, possession, pressure, support, pop-pass, turn over, loose pass  Hockey: control. use space, defend, attack, dribble, pass, push, slap, tactics, compete, collaborate,

											teamwork, score, shoot, positions, power, distance, perform, consistent, fair play
<b>2</b> <b>05/09/22</b>	Identifying and describing the different parts and functions of flowering plants. <b>(1a) (R Y3)</b>	Describing some features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <b>(3e) R</b>		Evaluating the style of Andrés Curruchich. <b>(1a)</b>	Critiquing their own and others' work, making suggestions for future designs. <b>(1a)</b>	Discussing a favourite song or piece of music and being able to say features of music that they like. For example, the lyrics, rhythm, instruments etc. <b>(1a)</b>	Developing typing effectiveness and accuracy <b>(3a)</b>	Listening attentively and understanding more complex phrases about the high street <b>(2b, 3a, 3b)</b>			Tag Rugby - Controlling and catching a ball and accurately passing whilst moving  Hockey: Applying a block tackle into defensive situations
<b>3</b> <b>12/09/22</b>	Describing the life process of reproduction in plants and animals <b>(1d)</b>	Describing the social and cultural experiences of Mayan civilization. <b>(3d)</b>		Collecting ideas and sketches imaginatively in a sketchbook. <b>(2a)</b>	Drawing on prior knowledge from other subject areas, design with the user in mind, motivated by the service a product will offer. <b>(1b)</b>	Using musical vocabulary to describe how a piece of music sounds. <b>(1b)</b>	Developing typing effectiveness and accuracy <b>(3a)</b>	Reading and understanding short texts about the high street <b>(4a, 4b)</b>	Understanding beliefs of sacred books <b>(1a)</b>	Facing new challenges positively and knowing how to set personal goals. <b>(1a)</b>  Understanding my rights and responsibilities as a citizen of my country. <b>(1b)</b>	Tag Rugby - Controlling and catching a ball and accurately passing whilst moving  Hockey: Passing in the D
<b>4</b> <b>19/09/22</b>	Describing and comparing the life cycles of mammals, birds, insects and amphibians. <b>(1e)</b>	Understanding how exploration of the world has changed over time. <b>(2c)</b>		Creating a colour palette based upon Andrés Curruchich's work. <b>(3b)</b>	Understanding the importance of correct storage and handling of ingredients (using knowledge of microorganisms). <b>(2a)</b>	Using musical vocabulary to describe how a piece of music sounds <b>(1b)</b>	Selecting the appropriate technology required to complete an activity. <b>(1b)</b>	Listening attentively and understanding more complex phrases about directions on the high street <b>(2b, 3a, 3b)</b>			Tag Rugby - Moving with a ball in opposed situations  Hockey: Marking
<b>5</b> <b>26/09/22</b>	Describing the changes as humans develop to old age. <b>(2e)</b>	Comparing the Mayan civilization with other civilisations across the world. <b>(3d)</b>		Using brush techniques to create texture. <b>(3a)</b>	Measuring accurately, converting units of measure where necessary, and calculating ratios of ingredients to scale up or down from a recipe. <b>(2b)</b>	Playing and performing musical ideas <b>(2a)</b>	Manipulating Google Slides to create a presentation <b>(1b, 3b)</b>	Writing short texts about directions on the high street <b>(4a, 4b)</b>	Understanding the importance of the Bible and how it is used by Christians <b>(1b)</b>	Understanding my rights and responsibilities as a citizen of my country and as a member of my school. <b>(1c)</b>  Making choices about my own behaviour because I understand how rewards and consequences feel. <b>(1d)</b>	Tag Rugby -Taking part in a game, understanding tactics and rules  Hockey: Sweeping with an open stick

6 03/10/22	Describing and comparing the life cycles of mammals, birds, insects and amphibians (1e)	Describing the experiences of a historical explorer, focusing on beliefs and attitudes. (3e)		Using brush techniques to create texture. (3a)	Demonstrating a range of baking and cooking techniques whilst creating and refining recipes, including ingredients, methods, cooking times and temperatures. (2c)	Using musical vocabulary to describe how a piece of music sounds (1b)	Manipulating Google Slides to create a presentation (1b, 3b)	Applying their growing vocabulary to produce extended responses about directions on the high street. (3b, 3a, 2a, 2b)			Tag Rugby - Take part in a game, understanding tactics and rules  Hockey: Dragging the ball left to right
7 10/10/22	Reporting and presenting findings from scientific enquiries. (1e)	Using original ways to present information and ideas. (4c)		Using watercolours to create a Plaza Scene. (3c)	Evaluating the design of products so as to suggest improvements to the user experience. (3c)	Playing and performing musical ideas (2a)	Manipulating Google Slides to create a presentation (1b, 3b)	Using spoken language confidently to take part in conversations to seek or give information about directions on the high street (3a, 3b)	Explaining some of the different ways that Hindus celebrate Diwali (4a)	Understanding how an individual's behaviour can impact a group. (1e)  Understanding how democracy and having a voice benefits the school community and know how to participate in this. (1f)	Tag Rugby - Understanding/using principles of a warm up and why exercise is good for health  Hockey: Dribbling one-handed
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Y5	Science	History	Geography	Art & Design	DT	Music	Computing	Languages	RE	PSHE	PE
Aut 2 Mayans	Living things and their habitats (biology)		To understand both the human and physical geography of South America.  Express: Mayan Gallery	Sculpture: Maya ceramics	Textiles: Can you create a Mayan weave?  Research, plan, make, evaluate.	Play and perform musical ideas. (Young voices)	Google sheets  Devise a spreadsheet to manage a Mayan Event	Revision of days of the week and times of the day  Reading a short text  Christmas	What can we learn from stories from the Bible?  Christmas	Celebrating Difference	Dance  Handball
Curriculum Drivers	<b>Communities</b> - Become aware of and respect the natural world around them. <b>Possibilities</b> - To develop a love for nature and the animal kingdom. <b>Responsibility</b> - Encourage children to care for and respect the nature that surrounds us.		<b>Communities</b> - Children can see how changes that have happened elsewhere may have also happened in the local area. <b>Possibilities</b> - Gain a better understanding of the world around them and why things occur. <b>Responsibility</b> - Children can develop	<b>Communities</b> - Children to experience what the Mayans would do to create art work. <b>Possibilities</b> - Take upon roles of sculpting and designing. <b>Responsibility</b> - Responsibility of time consciousness, mathematical concepts.	<b>Communities</b> - Can share their skills and product with families and friends. <b>Possibilities</b> - Children can learn to upcycle and reduce the amount of waste in the world. <b>Responsibility</b> - Children are encouraged to adapt according to changes,	<b>Community</b> - Practise for music performance with families in the community (Young Voices). <b>Possibilities</b> - Be involved in Young Voices concerts with children from across the UK. <b>Responsibility</b> - Show a responsible attitude towards	<b>Communities</b> - School events, charity events and outside clubs. <b>Possibilities</b> - Events planner  <b>Responsibility</b> - Ensure all factors are controlled and ran smoothly in order for a successful event.	<b>Community</b> - Learn how Christmas is celebrated and represented in Spain in comparison to England. <b>Possibilities</b> - Children will be able to draw comparisons and understand Christmas traditions in Spain. <b>Responsibility</b> - Apply learnt	<b>Community</b> - Gain understanding and respect for all faith groups within our school community. <b>Possibilities</b> - Understand that it is possible to explore any faith and ask questions to learn more. <b>Responsibility</b> - Encourage children to live respectfully	<b>Communities</b> - Celebrate our differences both within and out of school. <b>Possibilities</b> - A chance to embrace somebody else's culture or religion and receive insight into their life. <b>Responsibility</b> - Become more understanding of	<b>Communities</b> - Identify local dance clubs  <b>Possibilities</b> - Discover a new talent or interest and join a dance group.  <b>Responsibility</b> - Become more confident to perform

			their knowledge that their decisions directly affect their own global and local geography.		successes and failures.	practising for the concert. .		vocabulary from previous lessons.	and be role models for others by supporting people of all faiths.	differences regardless of what they are.	in front of an audience
<b>Key Vocabulary</b>	Plan, variables, measurements, accuracy, precision, repeat readings, predictions, further comparative and fair test, identify, classify and describe, patterns,		Population, densities, continent, tropics, poles, equator, climates, humidity, longitude, latitude, biomes, land use, environment.	Carve, shape, texture, sculpture, tool, detail	Fastening, innovative, purpose, specification, prototype, design, plan, make, evaluate, product, tactile.	Rhythm, melodies, notation, dynamics, chorus, tune, chord, pitch, tempo	Data, Formula/Formulae, Cell, Table, Structure, spreadsheet	por la mañana, por la tarde, por la noche, Feliz Navidad, Los Reyes Magos, La Nochebuena, la Nochevieja, Papa Noel, la campana, las uvas, el reloj	Trinity, gospel, prophecy, Bible, Old and New Testament, baptism, Genesis, Creation, Patriarch God's purpose, judgement	culture, conflict, difference, similarity, racism, belong, discrimination, bullying, indirect, direct, cyber-bullying	Dance: performance quality, dynamics, formations, floor patterns, assemble, sissone, saute, jump, travel, turn, gesture, stillness, chaine, retrograde, inversion, instrumentation, fragmentation  Handball: control, defend, attack, use space, tactics, compete, collaborate, teamwork, score, shoot, footwork, foul, free pass, dribble, block, screen, steps, double fault, offensive foul, free throw
<b>9</b> <b>31/10/22</b>	Measuring, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. (1c)		Locating the countries in North and South America which made up Mesoamerica. (2a, 4a)	Critiquing a piece of Maya Ceramic visually. (1a,2d).	Critiquing their own and others' work, making suggestions for future designs. (1a)	Singing melodies and rhythms confidently (2a)	Creating a data set in sheets (1b,bii)	Listening attentively and understanding more complex phrases about times of the day (2b, 3a, 3b)	Understanding practices and the Creation story (2a)	Understanding that cultural differences sometimes cause conflict (1a)  Understanding what racism is (1b)	Dance: Creating action  Handball: Attempting a jump shot
<b>10</b> <b>07/11/22</b>	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. (1d)		Knowing the location of Mesoamerica in relation to the Equator and the North and South Poles. (3g, 4c)	Developing sculpture skills and techniques with clay (2b, 3h)	Drawing on prior knowledge from other subject areas, design with the user in mind, motivated by the service a product will offer. (1b)		Building and modifying a data set (3c).	Writing short texts about times of the day on the high street (4a, 4b)			Dance: Manipulating actions  Handball: closing the angles that attackers can shoot from
<b>11</b> <b>14/11/22</b>	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. (1a/b)		Describing key aspects of the <b>physical</b> geography of Mesoamerica (3d)	Improving mastery of sculpture skills and techniques with clay (2b, 3h)	Joining textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). (2i)	Identifying the beat of the music and staying in time with the beat (1c)	Constructing a formula in sheets (3c)	Reading and understanding a short text about Little Thomas' Day out (4a)	Understanding practices and the story of Noah's Ark (2a)	Understanding how rumour-spreading and name-calling can be bullying behaviours (1c)  Explaining the difference between direct and indirect types of bullying (1d)	Dance: Changing level of movement  Handball: understanding the double fault rule and applying it to dribbling

<b>I2</b> 21/11/22	Reporting and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. (1e)		Describing key aspects of the <b>human</b> geography of Mesoamerica (3e)	Creating a Mayan Ceramic piece, influenced by the studies of the ancient predecessors. (3h)	Using the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). (2i)		Calculating and duplicate operations with a cell. (3a)	Listening attentively and understanding more complex phrases and sentences about Little Thomas' Day out (2b, 3a, 3b)			Dance: Creating flight through jumps Handball: performing a pivot to create space to pass or shoot
<b>I3</b> 28/11/22	Using test results to make predictions to set up further comparative and fair tests. (1f)		Creating a map of Mesoamerica identifying patterns. (5a)	Improving on the creation by adding materials to provide detail/texture and a message. (3i,3j)	Making products by working efficiently. (1c)	Singing melodies and rhythms confidently (2a)	Constructing a spreadsheet to plan an event (3c)	Comparing symbols, and objects linked to Christmas to the UK (1c)	Understanding practices and the story of Joseph (2a)	Comparing my life with people in the developing world (1e) Understanding a different culture from my own (1f)	Dance: Developing movement by using formations and floor patterns Handball: creating opportunities to score using different set plays
<b>I4</b> 05/12/22	Identifying scientific evidence that has been used to support or refute ideas or arguments. (1g)		Evaluating a range of geographical resources to give detailed descriptions and opinions of the characteristic features of Mesoamerica. (4b)	Improving on the creation by adding materials to provide detail/texture and a message. (3i,3j)	Evaluating the design of products so as to suggest improvements to the user experience. (3c)		Presenting my data on sheets. (3bii, 3c)	Comparing symbols, and objects linked to Christmas to the UK (1c)			Dance: Improving movement quality Handball: selecting and applying new skills in competitive situations
<b>I5</b> 12/12/22											

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<b>Spr 1</b> Off with their heads!	Forces (physics)	The life and reign of Henry VIII over the Tudor period. Visit: Gainsborough Old Hall Engage: Library service artefact talk		Drawing: Nicholas Hilliard (Tudor portraits)	Materials: Can you design and make a Tudor stock? Research, plan, make, evaluate.	Study a variety of Tudor music. Build musical vocabulary when responding to the piece	Coding - Scratch	Revision of sports/hobbies Numbers 0-50	Keeping 5 Pillars: what difference does it make?	Dreams & Goals	Athletics Basketball

<p><b>Curriculum Drivers</b></p>	<p><b>Communities</b> - To understand the forces that exist around us every day.  <b>Possibilities</b> - To develop a thirst for scientific questioning and phenomena.  <b>Responsibility</b> - Be responsible for their own things knowing how physics will make them react.</p>	<p><b>Community</b> - To visit a Tudor house or property close to school in the community where they live.  <b>Possibilities</b> - To understand how other civilisations existed and the impact they have had on our lives today.  <b>Responsibility</b> - Take responsibility for a group performance about the Tudors.</p>		<p><b>Community</b> - To understand the significance of portraits and be able to share their final pieces with families.  <b>Possibilities</b> - Develop an interest and appreciation in different forms of artwork.  <b>Responsibility</b> - Take responsibility for art equipment and approach their final piece with positivity.</p>	<p><b>Communities</b> - To develop real life, practical skills that I can use in the wider community.  <b>Possibilities</b> - Create a love for construction and potentially sculpt future careers and skills.  <b>Responsibility</b> - To work responsibly and safely with a series of tools.</p>	<p><b>Community</b> - Practise for music performance with families in the community (Young Voices).  <b>Possibilities</b> - Be involved in Young Voices concerts with children from across the UK.  <b>Responsibility</b> - Show a responsible attitude towards practising for the concert. .</p>	<p><b>Community</b> - Look at everyday uses for coding and how this helps make everyday life easier.  <b>Possibilities</b> - Look at careers involving computer programming.  <b>Responsibility</b> - Children develop responsibility for technology.</p>	<p><b>Community</b> - Learn about how Spanish communities are similar and have similar hobbies to us.  <b>Possibilities</b> - Children will be able to describe what they do and enjoy in Spanish.  <b>Responsibility</b> - Apply learnt vocabulary from previous lessons.</p>	<p><b>Communities</b> - Gain understanding and respect for the Islamic faith within our school community.  <b>Possibilities</b> - Understand that it is possible to explore any faith and ask questions to learn more.  <b>Responsibility</b> - Develop understanding and tolerance of a fair society and those who live differently to themselves.</p>	<p><b>Communities</b> - Understand the range of jobs carried out by people in my community.  <b>Possibilities</b> - Identify a job I would like to do and what motivates me to do well.  <b>Responsibility</b> - Appreciate the opportunities that education gives me and understand how this will help me achieve my dreams and goals.</p>	<p><b>Communities</b> - Identify local athletic and basketball clubs in the area.  <b>Possibilities</b> - Develop an interest in athletics or basketball and look to join a local club.  <b>Responsibility</b> - Apply skills from other PE topics.</p>
<p><b>Key Vocabulary</b></p>	<p>Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys, Lever, Cog, Buoyancy, Mechanism, Streamline, Brake, Opposing, Machine.</p>	<p>Henry VIII, church, heir, monarch, reign, throne, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Katherine Parr</p>		<p>reflections, shadows, direction of sunlight, realistic, movement, perspective, profile, full-length, standing, seated, texture, Nicholas Hilliard</p>	<p>Balsa, measure, precise, saw, tools, design, annotate, carve, drill, sand, plan, design, make, evaluate, scale. joint.</p>	<p>Rhythm, melodies, notation, dynamics, chorus, tune, chord, pitch, tempo</p>	<p>Sprite, degrees, rotation, movement, variables, operators</p>	<p>jugar al fútbol, rugby, tenis, bádminton, netball, bailar, ver la tele, nadar, leer, ir al parque, hacer footing, treinta, cuarenta, cincuenta</p>	<p>Shahadah, Salat, Zakat, Ramadan, Eid Ul Fitr, Hajj, Makkah, Kaa’ba, Ritual, Religious practice, Pilgrimage, Charity</p>	<p>dream, hope, goal, feeling, achievement, money, adult, career, profession, salary, society, determination, motivation</p>	<p>Athletics: run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, javelins, bounce, relay, baton, safety, rules, targets, record, set, take, over, pass, sustain, push, receive, hop,-step-jump.  Basketball: blocking, pivot, forward, reverse, exploit, lay-off, accurately, rebound, fake, feint.</p>
<p><b>I</b> <b>03/01/23</b></p>	<p>Explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (6g)</p>	<p>Understanding the concepts of continuity and change over time, representing different Tudor Monarchs on a timeline. (2c, 2d)</p>		<p>Evaluating the styles of some notable artists who drew Henry VIII. (1a, 1b)</p>	<p>Critiquing their own and others’ work, making suggestions for future designs. (1a)</p>	<p>Using musical vocabulary to describe how a piece of music sounds (1b)</p>		<p>Applying vocabulary to produce responses about different hobbies (3b, 2b)</p>	<p>Explaining how Islamic beliefs shape the lives of individuals through the 5 Pillars (1b)</p>		<p>Athletics: Preparing to run an individual leg  Basketball: Blocking to stop an opponent from shooting</p>
<p><b>2</b> <b>09/01/23</b></p>	<p>Explaining that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. (6g)</p>	<p>Describing the political changes (Battle of Bosworth) which caused the Tudor era to begin. (2a)</p>		<p>Collecting information, sketches and images of Henry VIII portraits and present ideas imaginatively in sketch books. (2b)</p>	<p>Creating designs that improve upon existing products. (3b)</p>	<p>Singing melodies and rhythms confidently (2a)</p>	<p>Setting IF conditions for movements and specifying types of rotation giving the number of degrees whilst using pens to create interesting effects. (2a, 2d, 2f)</p>	<p>Writing short texts on familiar hobbies (4b)</p>	<p>Explaining how the first pillar shapes the lives of individuals and communities. (1b)</p>	<p>Understanding that I will need money to help me achieve my dreams (3a)  Knowing about a range of jobs that people do (3b)</p>	<p>Athletics: Developing the principle of pace  Basketball: Using the pivoting technique correctly.</p>

<b>3</b> <b>16/01/23</b>	Identifying the effects of air resistance, water resistance and friction that act between moving surfaces. (6a)	Using sources of evidence to deduce information about Henry VIII's wives. (1a, 1b, 1c)		Using a variety of techniques to add interesting effects to a Henry VIII portrait. (3e)	Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, glueing, filing and sanding). (2k)	Singing melodies and rhythms confidently (2a)		Using spoken language confidently to take part in conversations to seek or give information about hobbies (3a)	Explaining how the first pillar shapes the lives of Muslims. (1b)		Athletics: Jumping for distance  Basketball: Using a forward pass and wing play to build an attack as a team.
<b>4</b> <b>23/01/23</b>	Identifying the effects of air resistance, water resistance and friction that act between moving surfaces. (6a)	Describing the cultural and religious changes due to Henry VIII's wives. (2a, 3d)		Using a choice of techniques to depict movement, perspective, shadows and reflection (3d)	Developing a range of practical skills to create products (such as cutting, drilling and screwing, nailing, glueing, filing and sanding). (2k)	Identifying the beat of the music and staying in time with the beat (1c)	Using user inputs, sensors and IF, THEN, ELSE statements to control a sprite on Scratch (2f, 2g) and creating variables to store information (2h)	Listening attentively and understanding numbers from 0-50. (2b, 2a)	Explaining the practices of prayer involved in belonging to Islam. (2a)	Identifying a job I would like to do when I grow up (3c)  Describing the dreams and goals of young people in a culture (3d)	Athletics: Using a push throw accurately.  Basketball: Performing one-handed push pass under pressure.
<b>5</b> <b>30/01/23</b>	Identifying the effects of air resistance, water resistance and friction that act between moving surfaces. (6a)	Describing and evaluating crime and punishment in the Tudor times. (3e)		Choosing a style of drawing suitable for the work. (3e)	Evaluating the design of products so as to suggest improvements to the user experience. (3c)	Singing melodies and rhythms confidently (2a)		Reading and understanding numbers from 0-50. (4a)	Explaining how Muslims show their beliefs through giving to charity. (4a)		Athletics: Exchanging the baton.  Basketball: Creating space using the box-out technique to recover rebounds.
<b>6</b> <b>06/02/23</b>							Adding sound effects and controlling how and when they are used. (2c)			Understanding that we can learn from other cultures (3e)  Encourage my peers to support young people (3f)	

<b>Y5</b>	<b>Science</b>	<b>History</b>	<b>Geography</b>	<b>Art &amp; Design</b>	<b>DT</b>	<b>Music</b>	<b>Computing</b>	<b>Languages</b>	<b>RE</b>	<b>PSHE</b>	<b>PE</b>
<b>Spr 2</b> <b>Off with their heads!</b>	Forces (physics)	The life and reign of Henry VIII over the Tudor period.  Express: Anne Boleyn trial		Collage: Tudor buildings	Textiles: Can you sew the Tudor rose?  Research, plan, make, evaluate.	Drumming	Coding - Scratch	Revision of fruits and foods (breakfast and dessert)	Keeping 5 Pillars: what difference does it make?  Easter	Healthy Me	Football  Gymnastics
<b>Curriculum Drivers</b>	<b>Communities</b> - To develop a love for STEM and share this. <b>Possibilities</b> - Become aware of STEM opportunities in employment. <b>Responsibility</b> - To take responsibility for creating various machines following the laws of physics.	<b>Community</b> - To visit a Tudor house or property close to school in the community where they live. <b>Possibilities</b> - To understand how other civilisations existed and the impact they have had on our lives today. <b>Responsibility</b> - Take responsibility		<b>Community</b> - To understand the significance of Tudor buildings and be able to share their final pieces with families. <b>Possibilities</b> - Develop an interest and appreciation in different forms of artwork. <b>Responsibility</b> - Take responsibility for art equipment	<b>Communities</b> - To develop skills and be able to repair materials for people within the community. <b>Possibilities</b> - to look into the world of fashion and to be able to design, make and repair their own clothing or other materials.	<b>Community</b> - Share music performances with families in the community (Young Voices). <b>Possibilities</b> - Be inspired by musicians and music from around the world. <b>Responsibility</b> - Show a responsible	<b>Community</b> - Look at everyday uses for coding and how this helps make everyday life easier. <b>Possibilities</b> - Look at careers involving computer programming. <b>Responsibility</b> - Children develop responsibility for technology.	<b>Community</b> - Learn about how Spanish children and families have similar foods and meals to us. <b>Possibilities</b> - Children will be able to talk about and order different foods in Spanish. <b>Responsibility</b> - Apply learnt vocabulary from	<b>Communities</b> - Gain understanding and respect for all faith groups within our school community. <b>Possibilities</b> - Understand that it is possible to explore any faith and ask questions to learn more. <b>Responsibility</b> - Develop their	<b>Communities</b> - Understand the impact of media and social media on body image and the problems people face. <b>Possibilities</b> - Encourage others to choose a healthy lifestyle and learn ways to control external pressures.	<b>Communities</b> - Link with RUFC.  <b>Possibilities</b> - potential opportunities to represent the school in competitions or matches.  <b>Responsibility</b> -

		for a group performance about the Tudors.		and approach their final piece with positivity.	<b>Responsibility</b> - To be responsible when using sewing equipment and appreciate the finish of materials.	attitude towards musical instruments.		previous lessons and years to develop their sentences.	understanding and tolerance of a fair society and those who live differently to themselves.	<b>Responsibility</b> - Develop their understanding of a healthy lifestyle and the power of their own choices.	Develop their strength, balance and flexibility.
<b>Key Vocabulary</b>	Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys, Lever, Cog, Buoyancy, Mechanism, Streamline, Brake, Opposing, Machine.	Henry VIII, church, heir, monarch, reign, throne, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Katherine Parr		textures, rough, smooth, plain, patterned, mosaic materials, techniques	Backstitch, running stitch, thread, needle, cross stitch, embroidery, garment, seam, material, pin, project, spool.	Rhythm, notation, dynamics, time signature, pulse, djembe	Sprite, degrees, rotation, movement, variables, operators	Desayuno, cereales con leche, magdalenas, galletas Maria, chocolate con churros, un zumo de naranja, la leche, el azúcar, los huevos, el agua, Quieres	Shahadah, Salat, Zakat, Ramadan, Eid Ul Fitr, Hajj, Makkah, Kaa'ba, Ritual, Religious practice, Pilgrimage, Charity	Choices, healthy and unhealthy behaviour, pressure, media, informed decision, influence, emergency, procedure, recovery, body image, self-respect, lifestyle	Football: control, use space, speed, mark, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, interchange, regain, shoot, positions, power, distance, perform, consistent, fair play, possession, goal side  Gymnastics:
<b>7</b> <b>20/02/23</b>	Recognising that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. (6i)	Describing and evaluating the treatment of men, women and children in the Tudor times. (3e)		Evaluating the styles of some notable artists who drew Tudor buildings. (1a, 1b)	Critiquing their own and others' work, making suggestions for future designs. (1a)	Using musical vocabulary to describe how a piece of music sounds. (1b)		Listening attentively and understanding more complex phrases about breakfast foods (2b, 3a, 3b)	Explaining the practice of fasting involved in belonging to an Islamic community (2a)		Football: Turning with the ball  Gymnastics: Creating and performing a partner sequence using symmetry
<b>8</b> <b>27/02/23</b>	Recognising that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. (6i)	Describing and evaluating medicine in the Tudor times. (3e)		Collecting information, sketches and images of Tudor a range of buildings and present ideas imaginatively in sketch books. (2b)	Drawing on prior knowledge from other subject areas, design with the user in mind, motivated by the service a product will offer. (1b)	Applying knowledge of rhythms by writing and playing them on a djembe. (2b)	Using lists to create a set of variables (2h) and using reporters '=' and 'join' (2i)	Reading and understanding short texts about breakfast foods (4a, 4b)	Explaining Hajj and how that allows Muslims to show their beliefs (4a)	Knowing the health risks of smoking, and can tell how tobacco affects the lungs, liver and heart. (4a)  Knowing some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. (4b)	Football: Running with the ball  Gymnastics: Creating and performing a partner sequence using asymmetry
<b>9</b> <b>06/03/23</b>	Measuring the size of a force. Explain that forces push / pull objects making them change shape. Explain the idea of speed. (6h)	Describing the main changes and monarchs after the death of Henry VIII. (2a)		Mixing textures (plain and patterned) to create a collage of a Tudor building (3k)	Joining textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). (2i)	Identifying the beat of the music and performing rhythms in 4/4 time signature. (1c)		Listening attentively and understanding more complex phrases about desserts (2b, 3a, 3b)	Explaining Hajj and how that allows Muslims to show their beliefs (4a)		Football: Passing on the move  Gymnastics: Performing counter-balances with a partner
<b>10</b> <b>13/03/23</b>	Measuring the size of a force. Explain that forces push / pull objects making them change shape. Explain the idea of speed. (6h)	Describing the political changes (Spanish armada) during the Tudor era. (2a)		Mixing textures (rough and smooth) to create a collage of a Tudor building (3k)	Using the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for	Using musical vocabulary to describe how a piece of music sounds. (1b)	Changing the position of objects between screen layers (2b) and setting event triggers by broadcasting information (2e)	Writing short texts about desserts (4a, 4b)	Comparing and contrasting the links between Islamic rituals and their own lives. (2b)	Knowing and can put into practice basic emergency aid procedures (including recovery position) and how to get help	Football: Maintaining space on the pitch  Gymnastics: Performing smooth transitions between





