

Around the World in 80 Days

Subject	NC Objective	Skills	Knowledge	Vocabulary
Science (Materials)	<ul style="list-style-type: none"> Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 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 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, including changes associated with burning and the action of acid on bicarbonate of soda. 	<ul style="list-style-type: none"> Select suitable equipment (scale) Plan fair test (all variables) Collect sufficient repeat readings (>5) Use complex words Use science models to describe/explain Draw & annotate diagrams 	<p>I can compare and group together everyday materials on the basis of their properties.</p> <p>I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials.</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>Material (types)</p> <p>properties (types)</p> <p>solid</p> <p>liquid</p> <p>gas</p> <p>solution</p> <p>mixture</p> <p>particle</p> <p>energy</p> <p>dissolve (solute, solvent, saturation)</p> <p>filtering</p> <p>sieving</p> <p>evaporating</p> <p>reversible</p> <p>irreversible</p>
History	Covered in Spring 2			

Geography	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> Describe how human activity has impacted upon and/or changed the physical and human characteristics of a place in the world. Describe how weather and climate effects land use food production. Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places. Use search engines, index, contents and other research techniques to locate and interpret information. Suggest sources for finding data, related to a task, and analyse data collected to draw conclusions about a place or geographical issue. Explain what physical and human process may have occurred in a place by studying an aerial image of it. 	<p>Know the countries and capital cities in the uk. Know the names of the counties and main cities in the uk. Know and locate the main rivers in the uk.</p> <p>To understand what longitude, latitude and equator are and be able to discuss the northern and southern hemisphere.</p> <p>To understand how weather and climate affects land use in the UK.</p> <p>Describe how human activity has impacted on physical characteristics in the UK.</p>	<p>World Continent Country County Equator Longitude Latitude Hemisphere Human characteristics Physical characteristics River Capital city Population Erosion Landscape Shore line Coast Weather Climate Weathering</p> <p><u>Spring Assessment</u> Describe how weather and climate affects land use food production.</p> <p>Describe how human activity has impacted and/or changed the physical characteristics of a place in the world. Geographical location in understanding places.</p>
Art	Covered in Spring 2			
DT	<p>Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Make select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p>	<p>Use results of investigations and information sources including ICT when developing design ideas</p> <p>Measure and mark out accurately</p>	<p>Design and build bridge – Suez canal.</p> <p>To know which materials would be suitable based on their properties. To know how to join materials together so that they suit the purpose. (strength)</p>	<p>Research Design criteria Product Purpose Strength Joining Materials Properties Functional Construct Measure Accuracy</p> <p><u>Spring Assessment</u> Use results of investigations and information sources including ICT when developing design ideas</p>

	evaluate their ideas and products against their own design criteria and consider the views of others to improve their work have helped shape the world			Measure and mark out accurately
Computing	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Able to create a spreadsheet with a variety of simple linked formulae (e.g. a budgeting spreadsheet).	To know how to enter values into a spreadsheet. To know what a budget is. To know how to enter a formula into a spreadsheet.	Spreadsheet Budget Formula Value Tab Total Amount Sum Difference cost <u>Spring Assessment</u> Able to create a spreadsheet with a variety of simple linked formulae (e.g. a budgeting spreadsheet).
Music	Covered in Spring 2			
French	Covered in Spring 2			
PE	perform dances using a range of movement patterns	Create and compose my own dances, performing them expressively with control and include emotions and feelings.	To describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context Use appropriate dance terminology to identify and describe different styles in their own and others' dances	Tempo Pace Style Rhythm Sequence <u>Spring Assessment</u> Perform specific skills and movement patterns for different dance styles with accuracy.
PSHE (Dreams and Goals)	I understand that I will need money to help me achieve some of my dreams I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine		I can identify what I would like my life to be like when I am grown up I appreciate the contributions made by people in different jobs	<u>Spring Assessment</u> To describe the dreams and goals of a young person in a culture different from our own.

	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship		I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future I can reflect on how these relate to my own I appreciate the similarities and differences in aspirations between myself and young people in a different culture I understand why I am motivated to make a positive contribution to supporting others	
RE	We are learning to understand the relevance of Sikh stories today.	Explain how and why differences in belief are expressed. Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities	I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.	<u>Spring Assessment</u> I can recognise that stories can be an important way of expressing belief and can explain the relevance of a Sikh story. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.

Meet the Greeks

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Science (Earth and Space) Spring 2	<p>Describe the movement of the earth, and other planets, relative to the sun in the solar system.</p> <p>Describe the movement of the moon relative to the earth.</p> <p>Describe the sun, earth and moon as approximately spherical bodies.</p> <p>Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Use complex science words</p> <p>Use science model to describe/explain</p> <p>Draw & annotate diagrams</p> <p>Describe patterns & trends</p> <p>Use data in conclusions</p> <p>Use relevant science to explain</p>	<p>To know that the earth and other planets orbit the sun.</p> <p>To know that the moon orbits the earth and how our view of the moon changes across a month.</p> <p>To know that the sun, earth and moon are approximately spherical.</p> <p>To know that the earth's rotation causes day and night and the apparent movement of the sun across the sky.</p>	<p>Solar system</p> <p>Planets (names)</p> <p>Star</p> <p>Sun</p> <p>Earth</p> <p>Moon (lunar)</p> <p>Gravity</p> <p>Orbit (elliptical)</p> <p>Rotation</p> <p>Axis</p> <p>Poles</p>	<p>Equator</p> <p>Northern/southern hemisphere</p> <p>Shadow</p> <p>Day,</p> <p>Month,</p> <p>Year</p> <p>Leap year</p> <p>Eclipse</p> <p>Luminous</p> <p>Non-luminous</p> <p>Phases (names)</p>	
Science (Forces) Summer 1	<p>Explain that unsupported objects fall towards the earth because of the force of gravity acting between earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Use complex science words</p> <p>Use science model to describe/explain</p> <p>Draw & annotate diagrams</p> <p>Construct a complex table</p> <p>Construct charts & graphs</p> <p>Join coordinates</p>	<p>To know that unsupported objects fall towards the earth because of the force of gravity acting between earth and the falling object.</p> <p>To know how air resistance, water resistance and friction act between moving surfaces.</p> <p>To know some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Force</p> <p>Contact</p> <p>Non-contact</p> <p>Push</p> <p>Pull</p> <p>Friction</p> <p>Air resistance</p> <p>Water</p> <p>resistance</p> <p>Up-thrust</p> <p>Drag</p>	<p>Gravity</p> <p>Balanced</p> <p>Unbalanced</p> <p>Force arrow</p> <p>Accelerate</p> <p>Decelerate</p> <p>Newton</p> <p>Force meter</p> <p>Mass</p>	<p>Multiplier</p> <p>Lever</p> <p>Pulley</p> <p>Gear</p> <p>Pivot</p> <p>Fulcrum</p> <p>Effort</p> <p>Load</p> <p>Machine</p>
History Spring 2	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p>	<p>Uses timelines to place and sequence local, national and international events.</p> <p>Sequences historical periods.</p> <p>Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period.</p> <p>Gives clear reasons why there may be different accounts of history.</p> <p>Asks a range of questions about the past.</p> <p>Uses dates and terms accurately.</p>	<p>To know where the Ancient Greeks fits into History</p> <p>To understand there were a number of Greek gods and goddesses.</p> <p>To know about life in Ancient Greece.</p> <p><u>Spring 2 Assessment</u></p> <p>I can describe events using words and phrases such as era, period and subject specific terminology e.g. Normans.</p> <p>I can give clear reasons why there are different accounts of history and know that people can represent events in ways to persuade others.</p>	<p>Era</p> <p>Period</p> <p>Ancient</p> <p>Crete</p> <p>Athens</p> <p>Slaves</p> <p>Democracy</p> <p>Olympic games</p> <p>Gods</p> <p>Olympia</p> <p>Spartans</p> <p>Temples</p> <p>Sources</p> <p>Reliable</p> <p>Vases</p>		

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Geography Summer 1	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Recognise and describe the physical and human features of places, appreciating the importance of wider Geographical location in understanding places. Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.	To know where Greece is located and why people may visit there. To understand how tourism has had an impact on the environment. To be able to describe the physical and human features of Greece. <u>Summer 1 Assessment</u> Recognise and describe the physical and human features of places, appreciating the importance of wider Geographical location in understanding places. Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.	Greece Continent Climate Landscape Physical Human Tourism Leisure Impact Athens Crete Environment
Art (Spring 2)	<ul style="list-style-type: none"> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 	Introduce perspective fore, back and middle ground, investigating proportions Investigate ways of joining clay Use the work of artists to replicate ideas or inspire own work	To appreciate Ancient Greek art To understand how artwork can help historians. To be able to design a pot inspired by Greek pottery. <u>Spring 2 Assessment</u> Introduce perspective fore, back and middle ground, investigating proportions Investigate ways of joining clay	Clay Slip Coil Join Perspective Foreground Background Middle ground proportion
DT (Summer 1)	<p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	Communicate ideas in different ways Cut and join with accuracy to ensure a good quality finish to the produce Measure and mark out accurately. Evaluate a product against the original design specification.	To design a moving toy using cams. To understand how cams and followers work <u>Summer 1 Assessment</u> Communicate ideas in different ways Cut and join with accuracy to ensure a good quality finish to the produce	Cams – snail, round, ellipse, hexagon, eccentric Followers Movement Slider Axle Frame Structure Handle Linear Rotary

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Computing (Spring 2) & PSHE (Summer 1) (E-safety)	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Able to use technology safely, responsibly and educate others about it, through a secure understanding of acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Use technology safely, responsibly and educate others about it.	To understand how to use technology safely. To know how to report anything that upsets or alarms them online. <u>Spring 2 Assessment (Computing)</u> Able to use technology safely, responsibly and educate others about it, through a secure understanding of acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. <u>Summer 1 Assessment (PSHE)</u> To explain how to stay safe when using technology to communicate with friends.	CEOP Social media Privacy Data Sharing Strangers Report Public
Computing Summer 1	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Able to practice setting values to control the movements/location of an object. Understand that the value of a variable can be programmed and change in response to an event.	I know how to program an on screen turtle. I can debug a program to achieve a specific goal. <u>Summer 1 Assessment</u> Able to practice setting values to control the movements/location of an object. Understand that the value of a variable can be programmed and change in response to an event.	Program Debug Decompose Variable Control Value
Music (Solar system) Spring 2	listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Listening to music with focus and analysing using musical vocabulary Developing the use of dynamics in a song Listening to music, focusing on dynamics and texture Learning about the sound of the whole tone scale	I can relate sound sequences to images I can interpret images to create descriptive sound sequences Learning a melodic ostinato using staff notation Learning a song with a complex texture <u>Spring 2 Assessment</u> I can improvise and notate musical phrases to develop compositions. I can use musical vocabulary to explain some of the reasons why a piece of music might have been composed.	Melody Ostinato Sequence Sound Image Sound Texture Composed composition Metre Dynamics

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French Spring 2	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present ideas and information orally to a range of audiences</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Write phrases from memory, and adapt these to create new sentences to express ideas clearly</p> <p>Describe people, places, things and actions orally and in writing</p> <p>Understand basic grammar appropriate to the language being studied</p>	<p>Read, write and speak simple sentences using expression for added authenticity</p> <p>Recite a short text with accurate pronunciation</p> <p>Identify the position of adjectives in a sentence</p> <p>Use a French/English dictionary</p> <p>Take part in a simple conversation asking for/giving directions and address, understanding key information</p>	<p>Know determiners (<i>le, la, les</i>) and quantifiers (<i>de, des</i> and numbers) have gender and plural</p> <p>Know words for high street shops (eg. bakers, butchers, post office)</p> <p>Know words for the date and times of the day (eg. morning, evening, afternoon)</p> <p><u>Spring 2 Assessment (Y4 summer term)</u></p> <p>Identify adjectives, nouns, verbs, rhyming words and gender of nouns in writing.</p> <p>Know words for hobbies and numbers up to 31.</p> <p><u>Y5 Autumn term assessment</u></p> <p>Take part in a simple conversation (eg. asking for/giving directions), understanding the given information.</p> <p>Know words for the date and times of the day.</p>	<p>Le</p> <p>La</p> <p>Les</p> <p>De</p> <p>Des</p> <p>French vocabulary for</p> <ul style="list-style-type: none"> - high street shops - date and times

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<p>PE (Spring 2 Volleyball)</p>	<p>To use and adapt rules, strategies and tactics, using their knowledge of basic principles of attack and defence.</p> <p>To develop the range and consistency of their skills, especially in specific net game.</p> <p>To know why warming up and cooling down are important.</p> <p>To know how physical activity affects their health.</p> <p>To evaluate performances, explain what needs improving in their own and others' work, and suggest possible improvements.</p> <p>To develop the children's understanding more thoroughly from previous weeks.</p> <p>To understand how to adapt their skills and knowledge from previous weeks into a game situation.</p>	<p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game.</p> <p>Direct the ball reasonably well towards their opponent's courts or target area.</p> <p>Show good back swing, follow through and feet positioning.</p> <p>Hit the ball with purpose; vary the speed, height and direction.</p> <p>Explain what they are trying to do and why it is a good idea.</p> <p>Spot the spaces in their opponent's court and try to hit the ball towards them.</p> <p>Position themselves well on the court.</p> <p>Carry out warm up activities carefully and thoroughly.</p> <p>Give good explanations of how a warm up activity affects the body.</p> <p>know why warming up is important to help them y better.</p> <p>Know the types of exercise they should concentrate on, e.g. speed and flexibility.</p> <p>Know what they are successful at and what they need to practice more.</p> <p>Try things out and ask for help to perform better.</p> <p>Work well with others, adapt in their play to suit their own and others strengths.</p>	<p>Spring 2 Assessment</p> <p>Play shots on both sides of the body, above the head and using backhand strokes towards a target area in net and wall games.</p>	<p>Backhand Stroke Shot Target Net Wall Aim</p>

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<p>PE Cricket Summer 1</p>	<p>To develop the range and consistency of their skills, especially in specific striking and fielding games. To use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding. To know how to warm up. To understand what to include in a warm up in order to improve performance. To understand why exercise is good for their fitness, health and wellbeing. To evaluate strengths and weaknesses in their own and others performances and suggest improvements.</p>	<p>Use different ways of bowling. Bowl underarm accurately. Vary how they bowl. Bat effectively, using different types of shots. Field with increased accuracy. Throw over arm with accuracy and for a good distance. Hit the ball from both sides of the body. Direct the ball away from fielders, using different angles and speeds. Plan to outwit the opposition individual, as a pair or as a team, when they are batting, bowling and fielding. Gauge when to run after hitting the ball. Use tactics which involve bowlers and fielders working together. Make up their own warm up and explain how it is organised. Know the importance of particular types of fitness to the game. Recognise their own and others strengths. Identify what they need to improve in their performances and suggest how they could do this.</p>	<p>Summer 1 Assessment Hit the ball from both sides of the body, directing it away from fielders during striking and fielding games.</p>	<p>Fielder Batting Striking Aim</p>

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PSHE	<p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p> <p>I know how to keep myself calm in emergencies.</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p> <p>I respect and value my body.</p> <p>I am motivated to keep myself healthy and happy.</p>		<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> <p>I understand how the media and celebrity culture promotes certain body types.</p> <p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p> <p><u>Spring 2 Assessment</u></p> <p>To describe different roles food can play in people's lives and to explain how people can develop eating problems.</p>	<p>Smoke</p> <p>Respect</p> <p>Alcohol</p> <p>Tobacco</p> <p>Lungs</p> <p>Liver</p> <p>Heart</p> <p>First aid</p> <p>Recovery position</p> <p>Media</p> <p>Celebrity</p> <p>Healthy</p> <p>Choice</p> <p>Eating problems</p> <p>Body image</p> <p>Pressure</p> <p>Life style</p>
RE	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p>		<p>Summer 1 Assessment</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some will be more significant to some Christians than others.</p>	<p>God</p> <p>Commitment</p> <p>Christian</p> <p>Significant</p> <p>Crucified</p> <p>Crucifixion</p>