



Year 5

Literacy					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Sensational Poetry:</b></p> <p><b>COLD TASK:</b> Create own poem based on an image.</p> <p>Identify metaphors and similes.</p> <p>Analyse poem to identify patterns, rhythm and rhyme.</p> <p>Follow structure of poem to create own, including figurative language.</p> <p>Performance poetry.</p> <p>Personification.</p> <p>Analyse and recreate haiku poems.</p> <p>Explore rhyming words.</p> <p>Create rhyming poem.</p> <p>Explore kenning structure and recreate own versions.</p> <p><b>HOT TASK:</b> Write own poem based upon a subject of their choice.</p> <p><b>Butterfly Lion:</b> Use text retrieval skills to justify an opinion.</p>	<p><b>Shackleton’s Journey:</b></p> <p><b>COLD TASK</b> – writing a newspaper report</p> <p>Writing a character description of Shackleton</p> <p>Writing in a formal voice and informal voice</p> <p>Direct and reported speech</p> <p>Powerful vocabulary - using a thesaurus</p> <p>Using the 5Ws to write an opening paragraph</p> <p>Drama - characters emotions</p> <p>Debating what a character should do.</p> <p>Adding extra information using parenthesis.</p> <p>Changing tense within a paragraph</p> <p>Writing a concluding paragraph for a newspaper report</p>	<p><b>Skellig:</b></p> <p>Inference from front cover and blurb.</p> <p>Describe setting through senses.</p> <p><b>COLD TASK:</b> Write a suspense story</p> <p>Select vocabulary to describe physical appearance from text.</p> <p>Non-fiction report on the life cycle of owls.</p> <p>Make predictions and inferences from the text.</p> <p>Use of:short sentences, onomatopoeia, see don’t say, weather, senses.</p> <p>Drama activity to explore characters’ feelings – speech bubbles.</p> <p>Write description of a setting based purely on sound.</p> <p><b>HOT TASK:</b> write a suspense story.</p>	<p><b>Beowulf</b></p> <p><b>Cold task:</b> Write an action scene from a myth.</p> <p>Look at front cover, title and blurb. Make predictions</p> <p>Inference - learning the story off by heart.</p> <p>Performing sections from the poem - Beowulf.</p> <p>Drama - freeze frame sections from the story</p> <p>Story board - 8 key sections of action from the story.</p> <p>descriptive writing - Grendel and Beowulf .</p> <p>Use of prepositions to move the action forward</p> <p>Exciting verbs to convey character and move the action forward</p> <p>Drama - looking at 6 key moments from the battle focusing on the action.</p> <p>Short and long sentences to build action.</p>	<p><b>The Journey:</b></p> <p>Use inference skills to predict meaning from picture.</p> <p>Explain the significance of an object.</p> <p>Analyse illustrations.</p> <p><b>COLD TASK:</b> Write an emotive diary.</p> <p>Write a letter to a refugee</p> <p>Create a comic strip.</p> <p>Write a recount from a character’s perspective.</p> <p>Use your senses to describe a setting.</p> <p>Research and create non-fiction presentation on refugees.</p> <p><b>HOT TASK:</b> write an emotive diary</p>	<p><b>Macbeth</b></p> <p>Researching and learning about who William Shakespeare is.</p> <p>Using similes, metaphors and personification to improve descriptions.</p> <p>Retelling the story of Macbeth through drama and still images.</p> <p>Describing a setting - battle scene. Using drama to build up imagery.</p> <p>Correctly punctuating speech.</p> <p>Writing an informal letter to a loved one.</p> <p>Write and perform a live news report about the death of Ducan.</p> <p>Writing a headline to explain the death of Dubcan.</p> <p>Writing a successful opening paragraph to a newspaper report</p> <p>Write a newspaper report.</p>

## 2024-2025 Curriculum Framework Overview



<p>Up level vocabulary to enhance effect.</p> <p>Describe a setting.</p> <p><b>COLD TASK:</b> Write a diary entry.</p> <p>Write a character description.</p> <p>Using the weather to set the mood</p> <p>Using a character's physical features and appearance to explain a moment in a story.</p> <p>Using idioms to explain an emotion</p> <p><b>HOT TASK:</b> Write a diary entry.</p>	<p>Using alliteration and puns to write a catchy headline</p> <p>Can I recall facts from the true story.</p> <p><b>HOT TASK</b> – write a newspaper report</p>		<p><b>HOT TASK:</b> Write an action scene from a myth.</p>		<p>Inner monologues - exploring Shakespeare's use in Macbeth.</p> <p>Drama - roleplay Banquo starting to doubt Macbeth.</p> <p>Write Banquo's inner monologue.</p> <p>Class debate, what should Macbeth do?</p> <p>Writing a poem inspired by the witches spells.</p>
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Maths					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><u>Place value:</u> Count forwards or backwards in steps of powers of 10 for any given number up to 1000000.</p> <p>Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.</p> <p>Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p><u>Addition and subtraction:</u> Add and subtract numbers mentally with increasingly large numbers.</p>	<p><u>Multiplication and division (continued):</u> Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p><u>Statistics:</u> Solve comparison, sum and difference problems using information presented in a line graph.</p> <p>Complete, read and interpret information in tables including timetables.</p> <p><u>Perimeter and area:</u> Measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>, m<sup>2</sup> estimate the area of irregular shapes.</p>	<p><u>Addition and subtraction:</u> Recap of key topics.</p> <p><u>Multiplication and division (recap):</u> Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p><u>Fractions:</u> Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt;1 as a mixed number.</p>	<p><u>Fractions continued):</u> Compare and order fractions whose denominators are multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements &gt;1 as a mixed number.</p> <p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p> <p><u>Decimals and percentages:</u> Read, write, order and compare numbers with up to three decimal places.</p>	<p><u>Addition, subtraction, multiplication and division:</u> Recap of key topics.</p> <p><u>Decimals (recap):</u> Read, write, order and compare numbers with up to three decimal places.</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p><u>Properties of shape:</u> Identify 3D shapes, including cubes and other cuboids, from 2D representations.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on</p>	<p><u>Position and direction:</u> Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.</p> <p><u>Converting units:</u> Solve problems involving converting between units of time.</p> <p>Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.</p> <p>Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml].</p> <p><u>Volume:</u> Estimate volume [for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water].</p> <p>Use all four operations to solve problems involving measure.</p>



<p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p> <p><u>Multiplication and division:</u> Multiply and divide numbers mentally drawing upon known facts.</p> <p>Multiply and divide whole numbers by 10, 100 and 1000.</p> <p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p>	<p>Consolidation of key topics.</p>	<p>Add and subtract fractions with the same denominator and denominators that are multiples of the same number.</p> <p>Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</p>	<p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Solve problems involving number up to three decimal places.</p> <p>Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator of a multiple of 10 or 25.</p> <p>Consolidation of key topics.</p>	<p>reasoning about equal sides and angles.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (<math>^{\circ}</math>)</p> <p>Identify: angles at a point and one whole turn (total <math>360^{\circ}</math>), angles at a point on a straight line and <math>\frac{1}{2}</math> a turn (total <math>180^{\circ}</math>) other multiples of <math>90^{\circ}</math>.</p>	<p>Consolidation of key topics.</p> <p>End of year assessments.</p>
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Science					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Forces:</b> Identifying balanced and unbalanced forces, including gravity, water resistance, friction and driving force.</p> <p>Investigate gravity: Which will fall fastest an orange or a piece of paper?</p> <p>Identifying the significant role Sir Issac Newton played in the theory of gravity.</p> <p>Writing a fact sheet about Sir Issac Newton.</p> <p>Investigate air resistance: Parachute investigation.</p> <p>Investigate water resistance: Which shape will take longest to sink.</p> <p>Investigate levers and pulleys: Fulcrum positioning.</p>	<p><b>Separating materials:</b> Compare and group materials based on their properties.</p> <p>Investigate materials thermal conductivity: hot chocolate investigation.</p> <p>Choose appropriate methods to separate materials.</p> <p>Investigate whether a material is soluble or insoluble.</p> <p>Reversible and irreversible changes.</p> <p>Practical uses of irreversible changes: Milk and vinegar/ Vinegar and baking soda.</p>	<p><b>Space:</b> Describe the Sun, Earth and Moon as spherical bodies.</p> <p>Write report about the changes in belief over history.</p> <p>Key features of the Solar system.</p> <p>To draw the solar system with the planets in order.</p> <p>Investigate and understand how shadows are formed.</p> <p>Use models to discuss how the Earth's rotation causes day and night.</p> <p>Draw the phases of the moon.</p> <p>Create fact file about key scientist in space: Aristotle, Galileo or Kepler.</p>	<p><b>Animals including humans:</b> Describe the changes as humans develop to old age by drawing a timeline to indicate stages in the growth and development of humans.</p> <p>Describe the changes as humans develop to old age in the context of the development of babies in their first year.</p> <p>Record data and results of increasing complexity using bar and line graphs in the context of the growth of babies in height and/or weight during their first year after birth</p> <p>Describe the changes as humans develop to old age by comparing the changes that take place to boys and girls during puberty.</p> <p>Describe the changes as humans develop to old age by understanding the changes that take place in old age.</p>	<p><b>Journey of Life:</b> Identify the reproductive organs of a plant?</p> <p>Describe the different processes of reproduction in plants?</p> <p>Create plant life cycle.</p> <p>A-sexual reproduction in plants.</p> <p>Life cycle of amphibian and insect. Create out of clay.</p> <p>Investigate school wildlife area, particularly the pond and surroundings.</p> <p>Look at classification of animals. What features do each animals have?</p>	<p><b>Journey of Life continued:</b> Compare and contrast between insects and amphibians.</p> <p>Recreate bird egg structure</p> <p>Create life cycle pin wheel.</p> <p>Create life cycle fact file.</p> <p>Gestation period comparison graph on google sheets.</p> <p>Cley Marshes trip write up.</p>



			Report findings from enquiries, including oral and written explanations of results in the context of the gestation period for animals.		
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Computing					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Online safety</b> Understand that passwords need to be strong and that apps require some form of passwords.</p> <p>Recognise a couple of the different types of online communication and know who to go to if they need help with any communication matters online.</p> <p>Search for simple information about a person, such as their birthday or key life moments.</p> <p>Know what bullying is and that it can occur both online and in the real world.</p> <p>Recognise when health and wellbeing are being affected in either a positive or negative way through online use.</p>	<p><b>Search engines</b></p> <p>Develop searching skills to help find relevant information on the internet.</p> <p>Learn how to use search engines effectively to find information, focussing on keyword searches and evaluating search returns.</p> <p>Learn about different forms of communication that have developed with the use of technology.</p> <p>Recognise that information on the Internet might not be true or correct and learning ways of checking validity.</p>	<p><b>Stop motion: Animation</b> Storyboarding ideas, taking photographs and editing to create a video animation.</p>	<p><b>Micro:bit</b> Clip blocks together and predict what will happen. Make connections with previous programming interfaces they've used, e.g. Scratch.</p> <p>Create their own images to make the animation and recognise the difference between 'on start' and 'forever'.</p> <p>Recognise blocks they've used previously, identifying inputs and outputs used and make predictions about how variables work.</p> <p>Choose appropriate blocks to complete the program and attempt the challenges independently.</p> <p>Break a program down into smaller steps, suggesting appropriate</p>	<p><b>Mars rover 1</b> Identify some of the types of data that the Mars Rover could collect (for example, photos).</p> <p>Explain how the Mars Rover transmits the data back to Earth and the challenges involved in this.</p> <p>Read any number in binary, up to eight bits. Identify input, processing and output on the Mars Rovers.</p> <p>Read binary numbers and grasp the concept of binary addition.</p> <p>Relate binary signals (Boolean) to a simple character-based language, ASCII.</p>	<p><b>Mars rover 2</b> Create a pixel picture, explaining that a pixel is the smallest element of a digital image and that binary is used to code and transfer this data.</p> <p>Save a JPEG as a bitmap and recognise the difference in file size as well as explaining how pixels are used to transfer image data.</p> <p>Explain the 'fetch, decode, execute' cycle in relation to real-world situations.</p> <p>Create a profile with a safe and suitable username and password and begin to use 3D design tools.</p> <p>Independently take tutorial lessons, applying what they have learnt to their design and understand the</p>



Offer a couple of advice tips to combat the negative effects of online use.			blocks and match the algorithm to the program.		importance of using an online community responsibly.
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History					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
		<p align="center"><b>Saxons and Vikings</b></p>	<p align="center"><b>Norman Norwich</b></p>	<p align="center"><b>Norman Norwich</b></p>	
		<p><u>Saxons and Vikings:</u></p> <p>Discuss burial grounds and make predictions on who they were, where they were found and cause of death</p> <p>Write a letter from King Vortigern inviting Saxons warriors over.</p> <p>Use a map to draw the journey of the invaders to Britain.</p> <p>Describe Saxon settlements.</p> <p>Research Anglo-Saxon gods and prepare a short presentation</p> <p>Compare modern Britain with Anglo-Saxon Britain.</p> <p>Understand and organise events through Anglo-Saxon history (timeline)</p>	<p><u>Local Study – Norman Norwich</u></p> <p>To use prior knowledge to place events on a historical timeline.</p> <p>To understand the change in history that came from Edward the Confessor’s death and how it influenced the future Kings. Debate the rightful king.</p> <p>Write a newspaper report about the death of Edward the Confessor.</p> <p>Look closely at the Bayeux Tapestry and discuss that the past can be interpreted in many ways. (Linked to DT project).</p> <p>Discuss the events that led up to the Battle of Hastings.</p>	<p><u>Local Study – Norman Norwich</u></p> <p>To retell the story of events of the Battle of Hastings, using drama and other mediums.</p> <p>Write a diary entry as a Norman soldier at the battle of Hastings.</p> <p>Draw and annotate a Norman soldier.</p> <p>Recreate the artwork of Paul Klee.</p> <p>To identify and build models of the features of a Motte and Bailey castle.</p> <p>Independent research study into the history of Norwich castle ending in a class presentation</p>	



		<p>Describe Anglo-Saxon settlement.</p> <p><u>Saxons and Vikings:</u> Watch and read the story of Beowulf.</p> <p>Discuss how the Vikings took charge of the UK.</p> <p>Compare and contrast the Anglo-Saxons with the Vikings.</p> <p>Write a diary entry for a day in the life of a Viking.</p> <p>Describe Viking battles.</p> <p>Design and make a Viking long boat model.</p> <p>Make a Viking brooch.</p> <p>Explore the features of a Viking long ship. Make a model of a long ship.</p> <p>Research King Alfred the great.</p>			
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Geography					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Local Study - broads</b>	<b>Mountain</b>	Saxons and Vikings	Norman Norwich	Norman Norwich	<b>Hola Mexico</b>
	<u>Mountains, linked to Scandinavia and Vikings:</u>				<u>Hola Mexico:</u>





Using map skills to locate different broads	To describe and understand key aspects of mountains.				To use maps to locate North America, identifying some of its environmental regions, key physical and human characteristics, countries and major cities.
What is a broad	To locate different mountain ranges across the world.				
History of the broads, how were they created	To understand why people climb mountains.				To draw comparisons between village life and the indigenous people, specifically the Mayans.
What makes the broads special	To write a fact file all about Edmund Hillary.				To explore Mexican fiestas, including the day of the dead.
What are the broads used for?	To describe and understand key aspects of physical geography (mountains) and human geography, including land use, economic activity and distribution of natural resources.				To appreciate music drawn from Mexican traditions. To identify key crops to Mexico.
Looking after the broads					To prepare a traditional Mexican feast.
What can you do on the broads?					

Reading for Meaning					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<i>David Attenborough – natural world</i>	<i>'The Top of the world'</i> linked to our mountains theme.	<i>New Year</i> information text	<i>The Mystery of the Colour Thief</i> by Ewa Jozefkowicz	<i>Listen to the Moon</i> by Michael Morpurgo	<i>William Shakespeare</i> information text
<i>'Fire Girl'</i> by Matt Ralph	<i>'Mahatma Ghandi'</i> information text	<i>The Sun</i> Non fiction text linked to Science topic	<i>The Beast Awakens</i> by Joseph Delaney.	David Attenborough, <i>Little People Big Dreams</i> Non fiction text / biography	<i>Macbeth</i> by William Shakespeare.
<i>Read all about it</i> Song lyrics by Emile Sande	<i>The Highwayman</i> by Alfred Noyes	<i>I have a dream</i> Speech by Martin Luther King	<i>Back to Earth</i> Newspaper article	<i>Hold back the river</i> song lyrics by James Bay	
<i>National Anthems</i>					



Art					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b><u>Collage</u></b></p> <p>What is collage?</p> <p>The history of collage?</p> <p>Art appreciation - looking at different artists.</p> <p>Explore surrealism and pop art through collage.</p> <p>Using blocking techniques to create a collage.</p> <p>Using parts of images to create a collage.</p> <p>Creating texture within collages.</p>			<p><b><u>Textiles</u></b></p> <p>Weaving (link to theme) – Bayeux Tapestry.</p> <p>Explore the story behind the Bayeux Tapestry.</p> <p>Experiment with skills involved from threading the needles to stitch length.</p> <p>Experiment with various fabric styles and ways of attaching fabrics together.</p> <p>Design individual panel. Recreate story in the style of the Bayeux Tapestry.</p>	<p><b><u>Georgia O’Keefe</u></b></p> <p>Explore the work of Georgia O’Keefe.</p> <p>Art appreciation.</p> <p>Experiment with different pencils and equipment.</p> <p>Re-explore perspective and proportion.</p> <p>Recreate a piece of Georgia O’Keefe’s work.</p> <p>Research inspiration for own piece of work.</p> <p>Design, evaluate and improve own piece of work.</p> <p>Experiment with watercolours, pastels and sketching to choose medium.</p> <p>Create own piece of work in the style of Georgia O’</p>	



DT					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
	<p><b><u>Earthquake-proof building</u></b></p> <p>Design an earthquake resistant building or emergency shelter</p> <p>Research how climate change is impacting the number of natural disasters.</p> <p>Research the designer <b>Shigeru Ban</b> – who designs earthquake buildings and shelters from paper and card</p> <p>Research, design and test a range of different ideas to test how to strengthen a structure. What shapes are strongest?</p>	<p><b><u>Go Go Safari – SJS edition</u></b></p> <p>Design a creature for a whole school trail made from sustainable materials.</p> <p>Produce a factfile about the chosen creature.</p> <p>Links to Break Go Go Safari.</p>			<p><b><u>Food Technology – why is the food we eat different?</u></b></p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes from around the world using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>



Music					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b><u>Our Community</u></b> Conduct metres of two, three and four.</p> <p>Prepare for a performance by considering narration, performance space, setting up and other logistics</p> <p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion</p> <p>Learn about jazz scat singing and devise scat sounds</p> <p>Learn to sing a song from English musical heritage (20th century)</p>	<p><b><u>Composition and Notation</u></b></p> <p>What is Pitch?</p> <p>What is notation?</p> <p>How do we use a glockenspiel?</p> <p>Explore 4 beat bars and create a composition on the glockenspiel.</p> <p><b><u>Singing</u></b></p> <p>Singing as a choir we will explore a range of Christmas songs.</p> <p>Singing in the round as well as an ensemble.</p>	<p><b><u>Solar System</u></b></p> <p>Listening to music with focus and analysing using musical vocabulary</p> <p>Relating sound sequences to images</p> <p>Interpreting images to create descriptive sound sequences</p> <p>Listening to music, focusing on dynamics and texture</p> <p>Learning a melodic ostinato using staff notation</p> <p>Performing a song with expression and with attention to tone and phrasing</p> <p>Creating a musical background to accompany a poem</p>	<p><b><u>Lifecycles</u></b></p> <p>Singing in three parts</p> <p>Reading a melody in staff notation</p> <p>Accompanying a song with tuned and untuned instruments</p> <p>Developing the use of dynamics in a song</p> <p>Listening to music, focusing on dynamics and texture</p> <p>Learning a melodic ostinato using staff notation</p> <p>Learning about the sound of the whole tone scale</p> <p>Creating and presenting a performance of song, music and poetry</p>	<p><b><u>Composition/ Notation based on a narrative</u></b></p> <p>Using a musical staff - what is it?</p> <p>Create music using 4 bar beats.</p> <p>Explore note lengths.</p> <p>Compare, rehearse and perform our own compositions.</p>	<p><b><u>At the Movies</u></b></p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics</p> <p>Perform music together in synchronisation with a short movie</p> <p>Identify changes in tempo and their effects</p> <p>Demonstrate understanding of the effect of music in movies</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</p> <p>Learn about and use cue scores</p> <p>Create sounds for a movie, following a timesheet</p>



Languages					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>French</b> <b>Unit 1: Salut Gustav</b> Greet people and give and personal information</p> <p>Ask and talk about sisters and brothers</p> <p>Say what people have and have not using 3rd person avoir</p> <p>Say what people are like using 3rd person être including negatives.</p>	<p><b>French</b> <b>Unit 2: À l'école</b> Name school subjects</p> <p>Talk about likes and dislikes at school</p> <p>Ask and say the time</p> <p>Talk about timings of the school day</p>	<p><b>French</b> <b>Unit 3: La nourriture</b> Ask politely for food items</p> <p>Describe how to make a sandwich</p> <p>Express opinions about food</p> <p>Talk about healthy and unhealthy food</p>	<p><b>French</b> <b>Unit 4: En ville</b> Name places in the town</p> <p>Ask the way and give directions</p> <p>Say where you are going</p> <p>Give the time and say where you are going</p>	<p><b>French</b> <b>Unit 5: En vacances</b> Ask and say where you're going on holiday</p> <p>Express opinions about holidays</p> <p>Talk about what you're going to do on holiday</p> <p>Talk about holiday plans</p>	<p><b>French</b> <b>Unit 6: Chez moi</b> Name rooms in the house</p> <p>Describe rooms in the house</p> <p>Say what people do at home</p> <p>Say what people do and where</p>

PE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Ultimate Frisbee</b> Throwing the frisbee forehand and backhand. Catching the Frisbee. Movement. Tactics. Competitive matches.</p> <p><b>Tennis</b> Forehand stroke. Backhand stroke. Working cooperatively with partners. Underarm serve techniques. Applying skills into match situations.</p> <p><b>Gymnastics</b> To perform symmetrical and asymmetrical balances. To develop straight, forward, and backward roll. To use apparatus safely and appropriately</p>		<p><b>Football</b> First touch control Passing Tackling Applying pressure to the ball Defending Tactics Competitive matches.</p> <p><b>Dance</b> Quality and controlled dancing. Dynamic changes. Group poses. Copy and repeat movements. Choreography. Rock n Roll style dance.</p> <p><b>Fitness</b> Increase speed and stamina. Improve core strength.</p>		<p><b>Athletics</b> Improve speed and stamina over varying distances. Develop fluency and coordination when running. Develop relay handovers. Develop triple jump technique. Throwing with force over increasing distances.</p> <p><b>Cricket</b> Throwing accuracy and catching skills. Develop batting accuracy and directional batting. Develop catching skills. Develop overarm bowling technique. Learn and use a number of fielding techniques. Long and short barrier fielding.</p> <p><b>OAA</b> To work as a team. To develop communication skills. Developing trust. Listening to each other.</p>	



	Develop coordination. Develop balancing techniques.  <u><b>Swimming</b></u>	Develop navigation skills.
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RWE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<p><b>Islam:</b>                      What is the best way for a Muslim to show commitment to God?                       Understand some of the ways Muslims show commitment to God?                       Evaluate whether their ways are effective?                       Understand what it means to make a commitment?                       Understand the five pillars of Islam?                       Empathise with Muslims and their commitment to their religion and to their God?                       Consider the sacrifices that Muslims make to show their commitment to God?</p>	<p><b>Christianity:</b>                      Is the Christmas story true?                       Discuss the various stories surrounding the birth of Jesus.                       Discuss the difference between truth and opinion.                       What do you know about Christmas?                       Investigate different versions of the nativity story from the bible.                       Create a story map and compare/contrast the two versions.                       Discuss different types of historical data.                       Discuss whether Jesus was actually born on the 25th Dec.                       Visitor to explain what Christmas means to them.</p>	<p><b>Islam:</b>                      How does belief in Akhirah (life after death) help Muslims lead better lives?                       To understand the concept of Jihad?                       To discuss 'good' and 'bad' actions?                       To consider the consequences of 'bad' actions?                       To describe what a 'good' life looks like?                       To understand what Muslims believe to be a good life?                       To understand the Muslim belief of Allah and his divine judgement?                       To empathise the spiritual struggle of Muslims trying to follow the teachings of Allah strictly?</p>	<p><b>Christianity:</b>                      How significant is it for Christians to believe God intended Jesus to die?                       Discuss what activities the children have control over and which they don't.                       Do they children have a plan for life – create a spiral plan.                       Recap the story of Easter.                       What was God's plan for Jesus?                       Learn the key events that occurred in Holy Week and create a diary from the perspective of a disciple.                       Debate whether they believe the crucifixion was part of god's plan or a result of the events of the week.                       Can we find clues to help us decide in the bible?</p>	<p><b>Islam:</b>                      How does belief in Akhirah (life after death) help Muslims lead better lives?                       To understand the concept of Jihad can be interpreted differently leading to different actions and consequences?                       To express my positive vision for the world?                       To share my opinion on what is a good life?                       To develop my understand of war?                       To develop my understand of commitment to a cause/god?</p>	<p><b>Christianity:</b>                      What is the best way for a Christian to show commitment to God?                       Read 'The Hiding Place' by Corrie Ten-Boom. Is telling lies ever right?                       Discuss the 10 commandments and order them in which shows the most commitment to god.                       Explore stories in the bible that display the 10 commandments.                       Research and explore Christians who have dedicated their lives to helping others.                       Create a way of contributing to Christian aid week.                       Explain Christians show commitment through communion.                       Write a poem about commitment.</p>

2024-2025 Curriculum Framework Overview



	Can stories be meaningful even if they aren't true?	To consider the implications this might have on a Muslim's life?	Children to create a research report on a key figure in history who had a strong sense of purpose.		
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PSHE					
Atm 1	Atm 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>3D PSHE scheme</b>					
<p>Understanding our mental health and well-being.</p> <p>Understanding the Sprowston values and key words: respect, responsible and ready.</p> <p>Caring for where we live. Rule of law and order and our rights.</p> <p>Motivation.</p>	<p>Recognising similarities and differences.</p> <p>Respect and tolerance.</p> <p>Having courage/being brave.</p> <p>Online relationships, drugs and alcohol.</p> <p>Dealing with death and grief.</p> <p>Managing conflicts between ourselves and others.</p>	<p>Best that I can be.</p> <p>Accepting responsibility.</p> <p>Understanding what puberty is and how it affects us mentally, physically and emotionally.</p> <p>Choosing a healthy lifestyle.</p> <p>The effects of tobacco and substance abuse on our bodies.</p> <p><u>Changes/SRE</u> The power of relationships.</p>	<p>Becoming a sensible spender.</p> <p>The importance of confidentiality, keeping secrets and listening to each other.</p> <p>How to become a good listener.</p>	<p>Individual liberty. Making healthy food choices.</p> <p>Appropriate and inappropriate contact with others.</p>	<p>Changes/transition</p> <p>What makes you different is what makes you perfect.</p> <p>My place in the community.</p> <p>Setting yourself goals and aspirations.</p> <p>Basic first aid tips.</p>