	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic	**Anglo-Saxons and Viking Struggle for Power** **KQ: Why did the Vikings settle in England?**	**North America:** **Landscape and people** **KQ: What is it like to live in the USA?**	**Mountains:** **KQ: What is life like in the Alps?**	**Environmental Issues** **KQ: Where does our energy come from?**	**Ancient Greece** **KQ: Who were the Greeks and what was their society like?**	**Ancient Greece** **KQ: What is the legacy of the Ancient Greeks?**
English	WK 1-3 Here we Are Final Outcome: kindness/conservation article Key Text: Here we Are by Oliver Jeffers WK 4-8 Journeys Final Outcome: extended blog post Key Text: Leila and the Blue Fox	WK 1-3 – The Arrival Shaun Tan Final outcome: Extended narratives Wk 4-6 Newspaper Articles Final Outcome: Newspaper article Key Text: The Last Bear Wk 5 Assessment Week	Wk 1-2: Persuasive letter- Key Text: Suffragette: the battle for Equality Final outcome: To write a persuasive letter/diaries/ balanced arguments Wk 3-6 Biography Writing Final outcome: diaries/journalistic writing/discussions/flasbacks Key Text: The Invention of Hugo Cabret	WK 1-3 Science Fiction Writing Final outcome: To write a narrative Key Text: Paradise Sands: Levi Pinfold SATs Revision Grammar and Reading	SATs Revision Wk 5-6 Explanation text: Mars Transmission Final outcome: report/explanation of planet/space travel Text: Mars Transmission: Jane Considine	Wk 1-3: Ruin-Literacy Shed Film Final Outcome: Dialogue writing Metaphors Narrative short story Wk 4-6 Discussion/balanced argument text: Is screen time making children lazy? By Jane Considine Outcome: discussion text made up of two balanced arguments
Spelling, Grammar and Punctuation	Word classes Adverbs Conjunctions Adverbials Punctuation: commas	Conjunctions and clauses Prepositions Expanded noun phrases Punctuation: commas, speech punctuation	Active and passive Tenses Modal verbs Relative clauses Parenthesis Cohesion Punctuation: apostrophes, dash, semi colon, colon, commas for lists revision,	Active and passive Tenses Modal verbs Relative clauses Parenthesis Cohesion Punctuation: apostrophes, dash, semi colon, colon, commas for lists revision, hyphens	Subjunctive form **Revision SATs**	Informal/Formal Punctuation consolidation Synonyms and antonyms Prefixes/suffixes Consolidation of KS2
Maths	**Number: Place Value** Representing numbers Compare and order Rounding Negative numbers Roman numerals **Four Operations:** Addition and subtraction Multiples Multiplication Factors Multiply and divide by 10, 100, 1000 Division	**Number: Place Value** Representing numbers Compare and order Rounding Negative numbers Roman numerals **Four Operations:** Addition and subtraction Multiples Multiplication Factors Multiply and divide by 10, 100, 1000 Division	**Four Operations:** Addition and subtraction Multiples Multiplication Factors Multiply and divide by 10, 100, 1000 Division Primes/squares/cubes Estimating Order of operations Related facts	**Fractions:** Equivalent and simplifying Compare and order Addition and subtraction Improper fractions and mixed numbers Counting fractions Multiplication of fractions Division of fractions Four operations Fraction of an amount Ratio **Decimals and Percentages** Decimals up to 3 d.p.	**Geometry: Properties of shapes** Measuring angles Angles Angles in shapes Polygons Drawing shapes 3D shapes **Geometry: Position and Direction** Describe position Reflection Translation **Consolidation of:**	**Geometry: Properties of shapes** Measuring angles Angles Angles in shapes Polygons Drawing shapes 3D shapes **Geometry: Position and Direction** Describe position Reflection Translation **Consolidation of:**

	Primes/squares/cubes Estimating Order of operations Related facts **Converting Units:** Metric Measures Miles and Kilometres Imperial Measures	Primes/squares/cubes Estimating Order of operations Related facts **Converting Units:** Metric Measures Miles and Kilometres Imperial Measures	**Fractions:** Equivalent and simplifying Compare and order Addition and subtraction Improper fractions and mixed numbers Counting fractions Multiplication of fractions Division of fractions Four operations Fraction of an amount Ratio **Decimals and Percentages** Decimals up to 3 d.p. Round, order and compare Multiply and divide by power of 10 Multiply and divide Fractions to decimals Percentages Percentage of amounts **Algebra** **Perimeter & Area** Perimeter Area Volume Triangles Parallelograms Capacity **Statistics** Line graphs Tables Circles Pie charts averages	Round, order and compare Multiply and divide by power of 10 Multiply and divide Fractions to decimals Percentages Percentage of amounts **Algebra** **Perimeter & Area** Perimeter Area Volume Triangles Parallelograms Capacity **Statistics** Line graphs Tables Circles Pie charts averages	Four operations FDP Investigations	Four operations FDP Investigations
Science	**Living Things and their habitats:** ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect describe the life process of reproduction in some plants and animals-animals and a bird	▪ **Materials and their properties** 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 ▪ 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.	**Animals including humans** identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are transported within animals, including humans	**Evolution and inheritance** recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	**Earth and space** describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	**Forces** explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
Art	**Drawing: I need Space** Pupils who are secure will be able to: Understand and explain what retrofuturism is. Participate in discussions and offer ideas. Evaluate images using simple responses, sometimes using formal elements to extend ideas.	**Painting & mixed media: Portraits** Pupils who are secure will be able to: Outline a portrait drawing with words, varying the size, shape and placement of words to create interest. Try a variety of materials and compositions for the backgrounds of their drawings.	**Sculpture and 3D: Interactive installation** Pupils who are **secure** will be able to: Group images together, explaining their choices. Answer questions about a chosen installation thoughtfully and generate their own questions.	**Drawing/sketchbook Skills: Still Life** Demonstrate a wide variety of ways to make different marks with dry and wet media. Identify artists who have worked in a similar way to their own work. Develop ideas using different or mixed media, using a sketchbook.	**Craft and design: Architecture** Pupils who are **secure** will be able to: Sketch a house from first-hand or second-hand observation. Use basic shapes to place key features and form the composition, measuring to work out proportions. Notice small details to incorporate into the drawing by observing.	• **Greek Art/Greek Pots** • ...all children should be able to: • Produce an observational drawing in charcoal. • Use clay tools. • Roll clay. • Mix and select colours. • Paint an ancient Egyptian mask. Assessment Statements By the end of this unit... ...some children will be able to: • Name some of Leger's artwork. • Describe facts about Leger's life and work. • Name some

	Provide plausible suggestions for how a piece was created. Comfortably use different stimuli to draw from. Use past knowledge and experience to explore a range of drawing processes. Select and place textures to create a collagraph plate, applying an understanding of the material, which may be supported by testing. Create a selection of drawings and visual notes that demonstrate their ideas using sketchbooks. Generate a clear composition idea for a final piece that shows how it will be drawn. Apply confident skills to make an effective collagraph print. Independently select tools and drawing techniques, with some guidance. Demonstrate growing independence, discussing ways to improve work	Communicate to their partner what kind of photo portrait they want. Show that they are making decisions about the position of a drawing on their background, trying multiple ideas. Create a successful print. Use some Art vocabulary to talk about and compare portraits. Identify key facts using a website as a reference. Explain their opinion of an artwork. Experiment with materials and techniques when adapting their photo portraits. Create a self-portrait that aims to represent something about them. Show they have considered the effect created by their choice of materials and composition in their final piece.	Show that they understand what installation art means. Justify their opinions of installation artworks. Evaluate their box designs, considering how they might appear as full-sized spaces. Suggest changes they could make if they repeated the activity to create a different atmosphere in the space. Create an installation plan, model or space. Describe their creations and the changes they made as they worked. Describe how their space conveys a particular message or theme. Make and explain their choices about materials used, arrangement of items in the space and the overall display of the installation. Show they have considered options for how to display their installation best e.g. lighting effects. Present information about their installation clearly in the chosen format. Justify choices made, explaining how they improve the viewer experience or make it interactive.	Manipulate and experiment with the elements of art: line, tone, pattern, texture, form, space, colour and shape • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, Inc. those researched independently. • Show an awareness of how paintings are created (composition)	Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture. Follow steps to create a print with clear lines, with some smudging. Purposefully evaluate their work, demonstrating what went well and what could be improved. Create a building design based on a theme or set purpose. Draw a plan view or front elevation of their building, annotating the key features. Discuss Hundertwasser's work and recognise his style. Create a factual presentation about Hundertwasser in a visually pleasing way. Show understanding of what a monument is for by designing a monument that symbolises a person or event. Describe their monument and explain their choices. Give constructive feedback to others about their monument designs.	of Hockney's work. • Tell some facts about Hockney's life and work. • Name some of Man Ray's work. • Tell some facts about Man Ray's life and work. ...most children will be able to: • Draw details carefully. • Soften clay. • Make ancient Greek style designs in clay. • Make a 3D mode
DT		**Food Nutrition: Cakes/biscuits** understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Understand that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking. Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Understand how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. Know different food and drink contain different substances .		**Construction: Building Bridges** 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.		**Using materials: automata animals** 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately 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 Evaluate investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
History	**Viking Invasion** Vikings were largely from Denmark, Norway and Sweden and it is not known for certain why they began to raid other lands and settle in places such as England. Within a century Vikings had taken over				**SOCIETY** The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians. FAMILY LIFE – most people lived in villages in the countryside. Many Greeks were	LEGACY – Over 3000 years later we are still using Ancient Greek ideas in maths, science and art. Our alphabet is based on the Greek one and in the dictionary you'll find hundreds of words

	large parts of the land in northern England, although failed to over-rule the large kingdom of Wessex. By 884, after years of battles, a treaty was agreed that left Vikings ruling over 'Danelaw' in the north of England. Vikings have traditionally had a fierce reputation as invaders and for violent attacks. This was only true sometimes; there is evidence that some attacks were very violent– including that at Lindisfarne in 793. The Vikings occupied much of north-eastern England, including their stronghold of York. We now know that the city was a busy place with up to 15,000 inhabitants. Gradually as the Vikings spread. Traditional Viking families had men working the land, with a wife taking care of the home and of the family valuables. There was little furniture in the single-room homes and certainly no bathroom – most families used a cesspit for discarding waste. When they first arrived, most Vikings followed pagan religions, but soon converted to Christianity as they became settled in England. **Viking Settlement and Integration** After years of small-scale attacks and invasions, and the start of the main attacks in 793, Viking raids continued into the 9th Century. In 865, an army was raised to conquer England, known as the Great Heathen Army. The Army landed in East Anglia and reached York by the following year. Over the next 10 years the Vikings took over more land, leading to Wessex as the only unconquered kingdom. Battles with the Saxons continued until the Battle of Edington, at which King Alfred (the Great) defeated the Vikings. In 954AD Eric Blood axe – king of the Vikings – was killed, the Saxon king, Eadred took control of the kingdom. Following this period, a series of Saxon kings ruled, interrupted by the reign of Danish king Sweyn and later Cnut and his grandsons, before Edward the Confessor				poor and life was hard. Ancient Greek homes were built around a courtyard or garden. RELIGION – The Greeks believed that gods and goddesses watched over them. They were like humans but lived forever and were more powerful. The most famous temple in Greece is the Parthenon in Athens, dedicated to the goddess Athena. WARFARE – Greece was made up of lots of smaller states and they often went to war with one another or with foreign enemies. Soldiers would lock their shields together with their spears pointing out of the top, this was called a phalanx.	that come from the Greek language. The Greeks development of democracy is still our main form of government today. They also invented the theatre and the Olympic Games which we still enjoy today. Alexander the Great (the King of Macedonia) led his army all over Greece, Persia, Egypt and even parts of India and spread the ideas of the Greeks. When he died the Romans continued to spread their ideas to more countries, including Britain.
Geography	**Where were the Vikings from and where did they settle?** name and locate counties & cities of the UK, 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 have changed over time	**North America** Name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements. Understand geographical similarities and differences of different places within USA. Interpret a range of images and sounds to be able to link places to a location on a map. Human and Physical Geography Geographical Skills and Fieldwork Understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc. Understand the location and features of key settlements in the USA. Use an atlas to be able to locate key features on a map of the USA. Interpreting time lapse videos to recognise key features of the landscape in the USA	**The Alps: What is it like to live in the Alps?** **Pupils who are secure will be able to:** Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to	**Where does our energy come from?** Pupils who are **secure** will be able to: Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources.	**Where is Greece?** locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Where was Alexander the Great's Empire?** locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

		Understand the different features across the USA, and the differences across the country (and to the UK) Human and Physical Geography Geographical Skills and Fieldwork Physical geography: Describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon. Geographical skills and fieldwork: Interpreting a map of the Grand Canyon. Understanding the distribution of population across the USA and factors that affect this pattern. Describe and understand the population characteristics of different settlements in the USA. Human and Physical Geography Geographical Skills and Fieldwork Awareness of the impact physical features may have on the population distribution of the USA. Understand the distribution of the population in the USA and the characteristics of different states in the USA. Using census data to explore the characteristics of the population of the USA. Using a range of evidence to recognise the different climates experienced across the USA. Understand the different climatic features of California and Mississippi and the impact this has on the different stages Understanding the wide variety of agricultural products from the USA. Understanding the different regional dominance of different products across the USA. Understanding the location of New York City, recognising key features and characteristics of the city. Investigation of the development of New York City, its functions and characteristics. Human and Physical Geography Geographical Skills and Fieldwork Physical geography: Understanding of how the location and features of this area of the country made it conducive for development. Human Geography: Understanding how New City as a settlement developed over time. Geographical skills and fieldwork: Analysis of historical maps to examine urban change. -	answer the enquiry question, 'What is life like in the Alps?'	Design and use interview questions. Plot points on a sketch map.		
Computing	**Sharing information** Learning objectives To explain that computers can be connected together to form systems ● I can explain that systems are built using a number of parts ● I can describe the input, process, and output of a digital system	**Variables in games** Explore procedures using repeat to achieve solutions to problems with Scratch Talk about procedures as parts of a program Refine procedures to improve efficiency Use a variable to replace number of sides in a regular shape	**Vector Drawing** Learning objectives To identify that drawing tools can be used to produce different outcomes ● I can recognise that vector drawings are made using shapes ● I can experiment with the shape and line tools	**Introduction to spreadsheets** Spreadsheets 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, Website designs and the Internet Select, use and combine a variety of software (including Internet services) on a range of digital devices to design	**Video Production** Learning objectives To explain what makes a video effective ● I can explain that video is a visual media format ● I can identify features of videos ● I can compare features in different videos	**Sensing** Learning objectives To create a program to run on a controllable device ● I can apply my knowledge of programming to a new environment ● I can test my program on an emulator

	● I can explain that computer systems communicate with other devices To recognise the role of computer systems in our lives ● I can identify tasks that are managed by computer systems ● I can identify the human elements of a computer system ● I can explain the benefits of a given computer system To identify how to use a search engine ● I can make use of a web search to find specific information ● I can refine my web search ● I can compare results from different search engines To describe how search engines select results ● I can explain why we need tools to find things online ● I can recognise the role of web crawlers in creating an index ● I can relate a search term to the search engine's index To explain how search results are ranked ● I can order a list by rank ● I can explain that a search engine follows rules to rank results ● I can give examples of criteria used by search engines to rank results Explore procedures using repeat to achieve solutions to problems with Scratch Talk about procedures as parts of a program Refine procedures to improve efficiency Use a variable to replace number of sides in a regular shape Explore instructions to control software or hardware with an input & using if... then... commands Explore a computer model to control a physical system	Explore instructions to control software or hardware with an input & using if... then... commands Explore a computer model to control a physical system Change inputs on a model to achieve different outputs Refine & extend a program Identify difficulties & articulate a solution for errors in a program Group commands as a procedure to achieve a specific outcome within a program Write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming	● I can discuss how vector drawings are different from paper-based drawings To create a vector drawing by combining shapes ● I can identify the shapes used to make a vector drawing ● I can explain that each element added to a vector drawing is an object ● I can move, resize, and rotate objects I have duplicated To use tools to achieve a desired effect ● I can use the zoom tool to help me add detail to my drawings ● I can explain how alignment grids and resize handles can be used to improve consistency ● I can modify objects to create a new image To recognise that vector drawings consist of layers ● I can identify that each added object creates a new layer in the drawing ● I can change the order of layers in a vector drawing ● I can use layering to create an image To group objects to make them easier to work with ● I can copy part of a drawing by duplicating several objects ● I can recognise when I need to group and ungroup objects ● I can reuse a group of objects to further develop my vector drawing To apply what I have learned about vector drawings ● I can create a vector drawing for a specific purpose ● I can reflect on the skills I have used and why I have used them ● I can compare vector drawings to freehand paint drawings	and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information in the context of creating a Google Website.	To use a digital device to record video ● I can identify and find features on a digital video recording device ● I can experiment with different camera angles ● I can make use of a microphone To capture video using a range of techniques ● I can suggest filming techniques for a given purpose ● I can capture video using a range of filming techniques ● I can review how effective my video is To create a storyboard ● I can outline the scenes of my video ● I can decide which filming techniques I will use ● I can create and save video content To identify that video can be improved through reshooting and editing ● I can store, retrieve, and export my recording to a computer ● I can explain how to improve a video by reshooting and editing ● I can select the correct tools to make edits to my video To consider the impact of the choices made when making and sharing a video ● I can make edits to my video and improve the final outcome ● I can recognise that my choices when making a video will impact the quality of the final outcome ● I can evaluate my video and share my opinions	● I can transfer my program to a controllable device To explain that selection can control the flow of a program ● I can identify examples of conditions in the real world ● I can use a variable in an if, then, else statement to select the flow of a program ● I can determine the flow of a program using selection To update a variable with a user input ● I can use a condition to change a variable ● I can experiment with different physical inputs ● I can explain that checking a variable doesn't change its value To use an conditional statement to compare a variable to a value ● I can use an operand (e.g. <>=) in an if, then statement ● I can explain the importance of the order of conditions in else, if statements ● I can modify a program to achieve a different outcome To design a project that uses inputs and outputs on a controllable device ● I can decide what variables to include in a project ● I can design the algorithm for my project ● I can design the program flow for my project To develop a program to use inputs and outputs on a controllable device ● I can create a program based on my design ● I can test my program against my design ● I can use a range of approaches to find and fix bugs
	E Safety Continuous Agree sensible e-safety rules for the classroom. Discuss their own personal use of the Internet and choices they make Discuss how to protect devices from virus threats. Discuss the importance of keeping an adult informed about what you're doing online, and how to report concerns. Explore using the safe and responsible use of online communication tools e.g. blogs, messaging.					
R.E	U2.7 Why do Hindus want to be good?	U2.7 Why do Hindus want to be good?	U2.2 Creation & Science – Conflicting or Complementary?	U2.5 What do Christians believe Jesus did to 'save' people? Easter	U2.6 For Christians, what kind of king is Jesus?	U2.12 How does faith help people when life gets hard?
Music	**Music and technology** earning Focus Steady beat Metre 2/4 Rhythmic and melodic patterns Recognising and/or reading simple notation and tonic sol-fa Tonal centre is C major and the C major scale is used Minims, crotchets, quavers, semiquavers Knowledge and Skills Internalise, keep and move in time with a steady beat in 2/4 time Copy back rhythms from memory or with notation Listen to the rhythms provided and create a rhythmic answer. Create and/or identify rhythm patterns	**Understanding Structure and Form** 1a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. 2a: Can create a four, six, eight or 12-bar melody according to the instructions given	**Madina Tun Nabi** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Improvise and compose music for a range of purposes using the inter-related dimensions of music. 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	**Building a Groove** Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching, and appropriate style. Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. Listen to recorded performances. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using	**Using Chords and Structure** a: Demonstrates an understanding and appropriate use of musical language (including musical elements), from both prior and new learning. 2a: Can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task. 3a: Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music. 2b: Can identify and describe a variety of contrasting feelings as they relate to music. 2b: When playing instrumental parts with the song, children can	**Identifying Important Musical elements** **Consolidate your learning and perform** This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

	using combinations of minims, dotted crotchets, crotchets, quavers, semiquavers and their rests Listen to and copy back melodic patterns from the notes C, D, E, F, G, A, B from memory and with notation Listen to the melodic patterns and create a simple melodic answer. Create melodic patterns using rhythmic combinations of the C major scale (C, D, E, F, G, A, B) Begin to understand the importance of warming up your face, body and voice Copy back melodic patterns using voices (sol-fa option in settings)	for the Music Notepad composition task. 3a: Demonstrates with confidence an awareness of pulse/beat when listening, moving to and performing music. 2b: Can identify and describe a variety of contrasting feelings as they relate to music. 2b: When playing instrumental parts with the song, children can follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. 3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing. 3c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music. 2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song. 3c: When planning, rehearsing, introducing and performing the song: ● Understand and make connections between the music encountered and the Social Theme. ● Understand and apply learning from the Musical Spotlight. ● Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	different traditions, and from great composers and musicians. Develop an understanding of the history of music.	a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in composition tasks.	follow the instrumental part on the screen. Playing is secure – by ear or with the notation provided. (Children should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance. 3b: Demonstrates – and can explain – an understanding of the importance of posture, diction and technique when performing. 3c: Demonstrates an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music. 2c: Can make an informed decision as to which notes and expression to use when composing and improvising with the song. 3c: When planning, rehearsing, introducing and performing the song: ● Understand and make connections between the music encountered and the Social Theme. ● Understand and apply learning from the Musical Spotlight. ● Introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	**Musical learning focus:** Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
P.E	**Invasion Games** **Netball** use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Invasion Games** **Dodgeball** use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Net/wall games** **Table Tennis** ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending ▪	**Gymnastics** ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and compare their performances with previous ones and demonstrate improvement to achieve their personal best. ▪ gymnastics]	**rounders** ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounder's and tennis], and apply basic principles suitable for attacking and defending ▪	**Athletics/outdoor pursuits /cricket** use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

			▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.		▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
MFL	Getting to know you Revisit	Let's Visit a French Town	Let's go shopping	That's Tasty	This is France	More to Explore
PSHE	Year 5 Me and My Relationships	Year 6 Being my Best	Year 5 Rights and Responsibilities	Year 6 Valuing Difference	Year 5 Keeping Myself Safe	Year 5/6 Growing and Changing
Outdoor learning experiences	Art-Seurat-observational drawing Science-plant/animal study PE inter-schools tournaments PSHE- Team work and Resilience activities History- Vikings V Anglo-Saxons	PE inter-schools tournaments Maths-converting measurements activity Science-separating mixtures	PE inter-schools tournaments Maths-area and perimeter, nature fractions Art-trip to the Ampney Brook-observational drawing Science- exercise investigation	PE inter-schools tournaments DT-Construction of bridges Geography-Mapping our location/field work RE- Experience Easter Maths- nature percentages, fractions, decimals, area and perimeter- playground maths	PE inter-schools tournaments Computing-recording on location History-Greek Warfare Science- shadows investigation	Residential PE inter-school's tournaments Archaeology Alive Science: paper aeroplanes investigation Maths-positioning, investigations
Visits or Visitors	Viking visitor/Trip to British Museum Chris Saunders-Diocese Youth Leader Hindu to visit	PC Leah Davis Chris Saunders-Diocese Youth Leader	National waterways Museum in Gloucester PC Leah Davis Chris Saunders-Diocese Youth Leader	Chris Saunders-Diocese Youth Leader	Residential Chris Saunders-Diocese Youth Leader PC Leah Davis Year 6 Leavers' Service Gloucester Cathedral Amateur astronomer visit	Chris Saunders-Diocese Youth Leader