

**Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**

**‘Knowledge is power. Information is liberating.’ Kofi Annan**

TOPIC: World’s most extreme				Year Group: 5		
	1 Wisley workshop	2 GSC	3 Healthy Living Week GSC	4 GSC	5 GSC	6 Book Week GSC
<b>English</b>	<p><b>Key text:</b> Macbeth</p> <p><b>Reading:</b> Contextualise Shakespeare. Read and perform poetry.</p> <p><b>Writing:</b> Poetry</p>	<p><b>Key text:</b> Macbeth</p> <p><b>Reading:</b> Classic text.</p> <p><b>Writing:</b> Diary entry</p>	<p><b>Key text:</b> Macbeth</p> <p><b>Reading:</b> Play scripts.</p> <p><b>Writing:</b> Narrative using action</p>	<p><b>Key text:</b> Treasure Island</p> <p><b>Reading:</b> Narrative</p> <p><b>Writing:</b> Character description</p>	<p><b>Key text:</b> Treasure Island</p> <p><b>Reading:</b> Letters</p> <p><b>Writing:</b> Writing for suspense</p>	<p><b>Key text:</b> A Galaxy of Her Own</p> <p><b>Reading:</b> Non-fiction texts Biographies</p> <p><b>Writing:</b> Biographies</p>
<b>Spelling</b>	Revisit ible and able	Homophones	Plurals	Apostrophes	Statutory word list	Revision of term
<b>Maths</b>	Place value Rounding Addition and subtraction	2D shapes Multiplication Problem Solving	Rounding Angles Multiplication Problem Solving	Graphs Division	Converting measures Capacity Problem solving	Perimeter Ordering and comparing fractions Fraction problems
<b>Science</b>	<p><b><u>Earth and Space</u></b></p> <p><b>Knowledge:</b> To describe the movement of the Earth and other planets relative to the sun in the solar system.</p> <p><b>Skills</b> To ask relevant questions and use different types of scientific enquiries to answer them.</p>	<p><b><u>Earth and Space</u></b></p> <p><b>Knowledge</b> To describe the sun, Earth and moon as approximately spherical bodies.</p> <p><b>Skills</b> To identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b><u>Earth and Space</u></b></p> <p><b>Knowledge</b> To describe the movement of the moon relative to the Earth.</p> <p><b>Skills</b> To identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b><u>Earth and Space</u></b></p> <p><b>Knowledge</b> To 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><b>Skills</b> To identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	<p><b><u>Earth and Space</u></b></p> <p><b>Knowledge</b> To 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><b>Skills</b> To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p><b><u>Earth and Space</u></b></p> <p><b>Knowledge</b> To research and investigate famous astronauts and space scientists both male and female.</p> <p><b>Skills</b> To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms</p>

	<p><b>Vocabulary</b> Earth, Moon, Planet</p>	<p><b>Vocabulary</b> Earth, Moon, Planet, Axis</p>	<p><b>Vocabulary</b> Earth, Moon, Planet, Axis, Orbit, Rotate</p>	<p><b>Vocabulary</b> Earth, Moon, Planet, Axis, Orbit, Rotate, Phase</p>	<p><b>Vocabulary</b> Earth, Moon, Planet, Axis, Orbit, Rotate, Phase</p>	<p>such as displays and other presentations.</p> <p><b>Vocabulary</b> Earth, Moon, Planet, Axis, Orbit, Rotate, Phase</p>
PSHE	<p><b><u>Sleep:</u></b></p> <p><b>Knowledge:</b> To know about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p> <p><b>Skills:</b> To explain how sleep contributes to a healthy lifestyle. To explain healthy sleep strategies and how to maintain them.</p> <p><b>Vocabulary:</b> Sleep, maintain, habits, puberty</p>	<p><b><u>Sun safety:</u></b></p> <p><b>Knowledge:</b> To know about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p> <p><b>Skills:</b> To explain the benefits of being outdoors and in the sun for physical and mental health To be able to manage risk in relation to sun exposure, including skin damage and heatstroke.</p> <p><b>Vocabulary:</b> Heatstroke, damage, UV rays, exposure</p>	<p><b><u>Medicines:</u></b></p> <p><b>Knowledge:</b> To know how to make informed decisions about health. To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p><b>Skills:</b> To explain how medicines can contribute to health.</p> <p><b>Vocabulary:</b> Medicines, healthy, harmful, prescription</p>	<p><b><u>Allergies:</u></b></p> <p><b>Knowledge:</b> To know how to make informed decisions about health. To know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.</p> <p><b>Skills:</b> To explain how medicines can contribute to health and prevent allergies.</p> <p><b>Vocabulary:</b> Allergy, medicines, managed.</p>	<p><b><u>Vaccination:</u></b></p> <p><b>Knowledge:</b> To know that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p><b>Skills:</b> To understand that some diseases can be prevented by vaccinations and immunisations. To understand that bacteria and viruses can effect health. To explain how they can prevent the spread of bacteria and viruses.</p> <p><b>Vocabulary:</b> Vaccination, immunisation, environment, responsibility, diseases, prevented, hygiene.</p>	<p><b><u>Identity:</u></b></p> <p><b>Knowledge:</b> To know that for some people gender identity does not correspond with their biological sex.</p> <p><b>Skills:</b> To explain the different identities which people may have.</p> <p><b>Vocabulary:</b> Personal identity, contributes, gender, biological</p>

<p><b>Art and Design</b></p>	<p><b><u>Islamic art: Exploration</u></b></p> <p><b>Knowledge:</b> To produce creative work, exploring their ideas and recording their experiences. To evaluate and analyse creative works using the language of art, craft and design. To know about great craft makers architects and understand the historical and cultural development of their art forms.</p> <p><b>Skills:</b> To research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product. -To confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p><b>Vocabulary:</b> Architecture, Islamic, vegetal, geometric, calligraphy, rangoli</p>	<p><b><u>Islamic art: Technology</u></b></p> <p><b>Knowledge:</b> To produce creative work, exploring their ideas and recording their experiences. To become proficient in design techniques. -To evaluate and analyse creative works using the language of art, craft and design. To know about great architects and understand the historical and cultural development of their art forms.</p> <p><b>Skills:</b> To return to work over longer periods of time and use a wider range of materials. To confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p><b>Vocabulary:</b> Tessellation, geometric, Islamic, vegetal, software</p>	<p><b><u>Islamic art: sketching</u></b></p> <p><b>Knowledge:</b> To produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing. To evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Skills:</b> To return to work over longer periods of time and use a wider range of materials. To confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p><b>Vocabulary:</b> Symbolise, geometric, tessellation, pattern</p>	<p><b><u>Islamic art: painting on fabric</u></b></p> <p><b>Knowledge:</b> To produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting and other art, craft and design techniques. To evaluate and analyse creative works using the language of art, craft and design.</p> <p><b>Skills:</b> To return to work over longer periods of time and use a wider range of materials. To confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p><b>Vocabulary:</b> Printing, geometry, tessellation, symbolise, pattern</p>		
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<b>Design and Technology</b>					<p><b><u>Making a blanket</u></b> Design:</p> <p><b>Knowledge:</b> To 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. To generate, develop, model and communicate their ideas through discussion and annotated sketches. To understand how key events and individuals in design and technology have helped shape the world.</p> <p><b>Skills:</b> To understand pattern layout. To make quality products.</p> <p><b>Vocabulary:</b> Product, textiles, components, purpose, pattern</p>	<p><b><u>Making a blanket</u></b> Explore and test:</p> <p><b>Knowledge:</b> To select from and use a wider range of tools and equipment to perform practical tasks accurately. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Skills:</b> To understand pattern layout. To be able to pin and tack fabric pieces together. To join fabrics using over sewing, back stitch or blanket stitch.</p> <p><b>Vocabulary:</b> Tack, blanket stitch, pattern</p>
<b>Geography/ History</b>	<p><b><u>Physical Geography</u></b> Formation of the earth.</p> <p><b>Knowledge:</b></p>	<p><b><u>Physical Geography</u></b> What is a volcano?</p> <p><b>Knowledge:</b></p>	<p><b><u>Physical Geography</u></b> What are the benefits of volcanoes?</p> <p><b>Knowledge:</b></p>	<p><b><u>Physical Geography</u></b> What is an earthquake?</p> <p><b>Knowledge:</b></p>	<p><b><u>Physical Geography</u></b> What is an earthquake and how does it make a tsunami?</p> <p><b>Knowledge:</b></p>	<p><b><u>Physical Geography</u></b> Hurricanes.</p> <p><b>Knowledge:</b></p>

	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p><b>Skills:</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Vocabulary:</b> climate zones, biomes, Volcano, earthquake, tectonics, continent</p>	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. To describe and understand key aspects of physical geography, including: climate zones, volcanoes and earthquakes.</p> <p><b>Skills:</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use fieldwork to observe, measure, record and present the human and physical features.</p> <p><b>Vocabulary:</b> climate zones, biomes, Volcano, tectonics, continent</p>	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. To describe and understand key aspects of physical geography, including: climate zones, volcanoes and earthquakes.</p> <p><b>Skills:</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Vocabulary:</b> climate zones, biomes, Volcano, tectonics, continent</p>	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. To describe and understand key aspects of physical geography, including: climate zones, volcanoes and earthquakes.</p> <p><b>Skills:</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Vocabulary:</b> climate zones, biomes, Volcano, earthquake, tectonics, continent</p>	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. To describe and understand key aspects of physical geography, including: climate zones, volcanoes and earthquakes.</p> <p><b>Skills:</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Vocabulary:</b> climate zones, biomes, Volcano, earthquake, tectonics, continent</p>	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. To describe and understand key aspects of physical geography, including: climate zones, volcanoes and earthquakes.</p> <p><b>Skills:</b> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><b>Vocabulary:</b> climate zones, biomes, Volcano, earthquake, tectonics, continent</p>
<b>Physical Education</b>	<p><b>Real P.E (Health &amp; Fitness)</b> Beanbag Raid</p> <p><b>Knowledge:</b> To know how to play competitive games,</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Beanbag Raid</p> <p><b>Knowledge:</b> To know how to play competitive games,</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Beanbag Raid</p> <p><b>Knowledge:</b> To know how to play competitive games,</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Dodgeball</p> <p><b>Knowledge:</b> To know how to play competitive games,</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Dodgeball</p> <p><b>Knowledge:</b> To know how to play competitive games,</p>	<p><b>Real P.E (Health &amp; Fitness)</b> Dodgeball</p> <p><b>Knowledge:</b> To know how to play competitive games,</p>

	<p>modified where appropriate. To develop flexibility, strength, technique, control and balance.</p> <p><b>Skills:</b> Stance I can hold a static balance. I can hold a static balance whilst completing tasks.</p> <p><b>Key Vocabulary:</b> Posture, control, balance, static, stance.</p>	<p>modified where appropriate. To develop flexibility, strength, technique, control and balance.</p> <p><b>Skills:</b> Footwork I can move in different directions with fluency and control.</p> <p><b>Key Vocabulary:</b> Coordination, control, fluency, direction.</p>	<p>modified where appropriate. To develop flexibility, strength, technique, control and balance.</p> <p><b>Skills:</b> I can communicate as part of a team. I can explain how my body responds when taking part in exercise.</p> <p><b>Key Vocabulary:</b> Communication, beats per minute (BPM), active lifestyle.</p>	<p>modified where appropriate. To develop flexibility, strength, technique, control and balance.</p> <p><b>Skills:</b> Stance I can hold a static balance. I can hold a static balance whilst completing tasks.</p> <p><b>Key Vocabulary:</b> Posture, control, balance, static, stance.</p>	<p>modified where appropriate. To develop flexibility, strength, technique, control and balance.</p> <p><b>Skills:</b> Footwork I can move in different directions with fluency and control.</p> <p><b>Key Vocabulary:</b> Coordination, control, fluency, direction.</p>	<p>modified where appropriate. To develop flexibility, strength, technique, control and balance.</p> <p><b>Skills:</b> I can communicate as part of a team. I can explain how my body responds when taking part in exercise.</p> <p><b>Key Vocabulary:</b> Communication, beats per minute (BPM), active lifestyle.</p>
<b>Religious Education</b>	<p><b>Islam –</b> How can a mosque help us to understand the Muslim faith?</p> <p><b>Knowledge:</b> To know what a mosque is and to know why Muslims use geometric patterns to decorate them.</p> <p><b>Skills:</b> To identify parts of a mosque.</p> <p><b>Vocabulary:</b></p>	<p><b>Islam –</b> How can a mosque help us to understand the Muslim faith?</p> <p><b>Knowledge:</b> To understand how rules Islamic routines and rituals impact on their faith.</p> <p><b>Skills:</b> To understand what a routine is. To identify routines in their own lives.</p> <p><b>Vocabulary:</b></p>	<p><b>Islam –</b> How can a mosque help us to understand the Muslim faith?</p> <p><b>Knowledge:</b> To identify and understand what Muslim’s use to help them pray.</p> <p><b>Skills:</b> To explain what the artefacts signify and why they are used in prayer rituals.</p> <p><b>Vocabulary:</b></p>	<p><b>Islam –</b> How can a mosque help us to understand the Muslim faith?</p> <p><b>Knowledge:</b> To understand how Muslim’s submit during prayer.</p> <p><b>Skills:</b> To understand ‘submission’ and explore the meaning of rak’ah.</p> <p><b>Vocabulary:</b></p>	<p><b>Islam –</b> How can a mosque help us to understand the Muslim faith?</p> <p><b>Knowledge:</b> To be able to discuss the Islamic holy day.</p> <p><b>Skills:</b> To identify holy days in other religions To compare Islamic hoy day – Friday (Jumm’ah) to Sunday (the Sabbath)</p> <p><b>Vocabulary:</b></p>	<p><b>Islam –</b> How can a mosque help us to understand the Muslim faith?</p> <p><b>Knowledge:</b> To know how a mosque does help us to understand the Muslim faith.</p> <p><b>Skills:</b> Use the knowledge gained from the unit to suggest what would have to change in their classroom if it were to become a mosque. Use key vocabulary from the unit accurately in this discussion.</p> <p><b>Vocabulary:</b></p>

	Mosque, Muslim	Ritual, routine, faith	prayer mat, head-covering, beads, compass, Qu'ran, water salah - prayer	Rak'ah submission	Jumm'ah Holy Day	prayer mat, head-covering, beads, compass, Qu'ran, water salah – prayer, Rak'ah, submission, Jumm'ah Holy Day																				
<b>French</b>	<p><b><u>Days of the week</u></b></p> <p><b>Knowledge:</b> To identify, read and order the days of the week. To know that day names begin with lowercase letters.</p> <p><b>Skills:</b> To use a bilingual dictionary. To complete sentences using the new vocabulary</p> <p><b>Vocabulary:</b> lundi mardi mercredi jeudi vendredi samedi dimanche hier au jourd'hui demain</p>	<p><b><u>Months of the year</u></b></p> <p><b>Knowledge:</b> To identify, read and order the months of the year.</p> <p><b>Skills:</b> To pronounce months accurately To order the months and to respond correctly when asked to identify last month, next month, this month.</p> <p><b>Vocabulary:</b> Last month = le mois dernier Next month = le mois prochain This month = ç'et mois</p>	<p><b><u>Months and ordinal numbers</u></b></p> <p><b>Knowledge:</b> To know ordinal numbers in French To identify, read and order months correctly.</p> <p><b>Skills:</b> To say the months correctly. To match months to ordinal numbers.</p> <p><b>Vocabulary:</b></p> <table border="1"> <tr><td>1<sup>er</sup>/1<sup>ere</sup></td><td>premier/première</td></tr> <tr><td>2<sup>e</sup></td><td>deuxième</td></tr> <tr><td>3<sup>e</sup></td><td>troisième</td></tr> <tr><td>4<sup>e</sup></td><td>quatrième</td></tr> <tr><td>5<sup>e</sup></td><td>cinquième</td></tr> <tr><td>6<sup>e</sup></td><td>sixième</td></tr> <tr><td>7<sup>e</sup></td><td>septième</td></tr> <tr><td>8<sup>e</sup></td><td>huitième</td></tr> <tr><td>9<sup>e</sup></td><td>neuvième</td></tr> <tr><td>10<sup>e</sup></td><td>dixième</td></tr> </table>	1 <sup>er</sup> /1 <sup>ere</sup>	premier/première	2 <sup>e</sup>	deuxième	3 <sup>e</sup>	troisième	4 <sup>e</sup>	quatrième	5 <sup>e</sup>	cinquième	6 <sup>e</sup>	sixième	7 <sup>e</sup>	septième	8 <sup>e</sup>	huitième	9 <sup>e</sup>	neuvième	10 <sup>e</sup>	dixième	<p><b><u>Weather Recap</u></b></p> <p><b>Knowledge:</b> To know different weather types.</p> <p><b>Skills:</b> To identify and read and say different weather types. To say what the weather is like in a simple sentence –</p> <p><b>Vocabulary:</b> il fait beau = the weather is good il fait mauvais = the weather is bad il fait chaud = it is hot il fait froid = it is cold il y a du soleil = it is sunny il y a des nuages = it is cloudy il y a du vent = it is windy il y a du brouillard = it is foggy il y a des orages = it is stormy il pleut = it is raining</p>	<p><b><u>The Seasons</u></b></p> <p><b>Knowledge:</b> To identify, name and order the seasons.</p> <p><b>Skills:</b> To use a word bank and a bilingual dictionary to translate simple words and phrases. To use familiar vocabulary to answer in full sentences.</p> <p><b>Vocabulary:</b> Le printemps l'été l'automne l'hiver La saison = the season est = is et = and il = it</p>	<p><b><u>Seasons/Weather</u></b></p> <p><b>Knowledge:</b> To know seasons and appropriate weather.</p> <p><b>Skills:</b> To translate familiar key vocabulary to answer simple questions. To discuss ideas and answers with a partner using familiar key vocabulary.</p> <p><b>Vocabulary:</b> Il fait beau il fait gris soleil il fait vent il pleut Il ya des nuages il neige</p>
1 <sup>er</sup> /1 <sup>ere</sup>	premier/première																									
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9 <sup>e</sup>	neuvième																									
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		<ul style="list-style-type: none"> <li>• janvier - January</li> <li>• février - February</li> <li>• mars - March</li> <li>• avril - April</li> <li>• mai - May</li> <li>• juin - June</li> <li>• juillet - July</li> <li>• aout - August</li> <li>• septembre -September</li> <li>• octobre - October</li> <li>• novembre - November</li> <li>• décembre - December</li> </ul>		il neige = it is snowing		
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Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT						
'Knowledge is power. Information is liberating.' Kofi Annan						
TOPIC: World's Most Extreme				Year Group: 5		
	7 STEM Week	8	9	10	11	12
<b>English</b>	<b>Key text:</b> Escape from Pompeii  <b>Reading:</b> Historical non-fiction texts.  <b>Writing:</b> Setting description	<b>Key text:</b> Escape from Pompeii  <b>Reading:</b> Recounts  <b>Writing:</b> Diary entry	<b>Key text:</b> When the Giant came  <b>Reading:</b> Comparing legends  <b>Writing:</b> Instructions	<b>Key text:</b> Alice in Wonderland  <b>Reading:</b> Narrative  <b>Writing:</b> Writing for suspense	<b>Key text:</b> Alice in Wonderland  <b>Reading:</b> Narrative  <b>Writing:</b> Discussion text	<b>Key text:</b> Alice in Wonderland  <b>Reading:</b> Poetry  <b>Writing:</b> Poetry
<b>Spelling</b>	Hyphens	Morphology	Statutory words list	-ibly and ably	Word building	Proofreading
<b>Maths</b>	Ordering decimals Adding and subtracting fractions Fractions of amounts	Translation Fractions/Decimals Percentages Percentages of amounts Problem Solving	Assessment week	Scaling Problem Solving	Percentages of amounts Problem Solving	Maths' investigation



<p><b>Science</b></p>	<p><b><u>Forces</u></b></p> <p><b>Knowledge</b> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p><b>Skills</b> To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p><b>Vocabulary</b> Newton, Gravity</p>	<p><b><u>Forces</u></b></p> <p><b>Knowledge</b> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p><b>Skills</b> To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p><b>Vocabulary</b> Newton, Gravity</p>	<p><b><u>Forces</u></b></p> <p><b>Knowledge</b> To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p><b>Skills</b> To be able to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To take measurements, use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p><b>Vocabulary</b> Air resistance, Friction Gravity, Water resistance Newton, Gravity</p>	<p><b><u>Forces</u></b></p> <p><b>Knowledge</b> To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p><b>Skills</b> To use test results to make predictions to set up further comparative and fair tests. To report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><b>Vocabulary</b> Air resistance, Friction Gravity, Water resistance Newton, Gravity</p>	<p><b><u>Forces</u></b></p> <p><b>Knowledge</b> To identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p><b>Skills</b> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To use test results to make predictions to set up further comparative and fair tests.</p> <p><b>Vocabulary</b> Air resistance, Friction Gravity, Water resistance Newton, Gravity</p>	<p><b><u>Forces</u></b></p> <p><b>Knowledge</b> To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p><b>Skills</b> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p><b>Vocabulary</b> Gears, Pulleys, Levers</p>
<p><b>PSHE</b></p>	<p><b><u>Personal qualities:</u></b></p> <p><b>Knowledge:</b> To recognise their individuality and personal qualities. To know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender,</p>	<p><b><u>My mental health:</u></b></p> <p><b>Knowledge:</b> To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.</p>	<p><b><u>FGM:</u></b></p> <p><b>Knowledge:</b> To know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p>	<p><b><u>Taking risks:</u></b></p> <p><b>Knowledge:</b> To know how to predict, assess and manage risk in different situations.</p>	<p><b><u>First Aid:</u></b></p> <p><b>Knowledge:</b> To know what is meant by first aid; basic techniques for dealing with common injuries.</p>	<p><b><u>Emergencies:</u></b></p> <p><b>Knowledge:</b> To know how to respond and react in an emergency situation; how to identify situations that may require the emergency services; know</p>

	<p>faith, culture, hobbies, likes/dislikes).</p> <p><b>Skills:</b> To respect the different interests and qualities of others. To identify personal qualities and value them.</p> <p><b>Vocabulary:</b> Individuality, personal qualities, self-esteem.</p>	<p><b>Skills:</b> To identify beneficial strategies to support their mental health and the mental health of their peers.</p> <p><b>Vocabulary:</b> Feeling, emotion, moods, thoughts, body, mind, mental, physical, health, wellbeing, balanced lifestyle</p>	<p><b>Skills:</b> To be able to respond to concerns about themselves or friends. To be able to keep themselves safe.</p> <p><b>Vocabulary:</b> Illegal, female, genital, mutilation, FGM, private, consent,</p>	<p><b>Skills:</b> To begin to analyse risks. To begin to identify positive and negative risks.</p> <p><b>Vocabulary:</b> Positive risks, Situation, risky, responsibility</p>	<p><b>Skills:</b> To be able to prevent different types of bleeding. To respond to someone in shock.</p> <p><b>Vocabulary:</b> Blood, safety, shock</p>	<p>how to contact them and what to say.</p> <p><b>Skills:</b> To respond to different emergency situations appropriately. To be able to make a 999 call.</p> <p><b>Vocabulary:</b> Emergency services, call operator, service team, firefighters, ambulance, coast guard, police.</p>
<b>Design &amp; Technology</b>		<p><b><u>Making a blanket</u></b> Make</p> <p><b>Knowledge:</b> To select from and use a wider range of tools and equipment to perform practical tasks accurately. To select from and use a wider range of materials and components including textiles according to their functional properties and aesthetic qualities. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Skills:</b> To be able to pin and tack fabric pieces together.</p>	<p><b><u>Making a blanket</u></b> Evaluate</p> <p><b>Knowledge:</b> To select from and use a wider range of tools and equipment to perform practical tasks accurately. To select from and use a wider range of materials and components including textiles according to their functional properties and aesthetic qualities. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Skills:</b> To be able to combine fabrics to create more useful properties.</p>			

		<p>To be able to decorate textiles appropriately often before joining components. To be able to combine fabrics to create more useful properties. To join fabrics using over sewing, back stitch, blanket stitch or machine stitching To make quality products.</p> <p><b>Vocabulary:</b> Product, textiles, components, purpose, pattern.</p>	<p>To join fabrics using over sewing, back stitch, blanket stitch or machine stitching. To make quality products.</p> <p><b>Vocabulary:</b> Tack, attach, blanket stitch, running stitch.</p>			
<b>Computing</b>	<p><b>Communication:</b></p> <p><b>Knowledge:</b> To understand computer networks including the internet and the opportunities they offer for communication.</p> <p><b>Skills:</b> To use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration.</p> <p><b>Vocabulary:</b> Communication, Email, Send, Attachment, Address Book, Password, data protection</p>	<p><b>Communication:</b></p> <p><b>Knowledge:</b> To understand computer networks including the internet and the opportunities they offer for communication.</p> <p><b>Skills:</b> To use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration.</p> <p><b>Vocabulary:</b> Communication, Email, Send, Attachment, Address Book, Password, data protection</p>	<p><b>Communication:</b></p> <p><b>Knowledge:</b> To understand computer networks including the internet and the opportunities they offer for communication.</p> <p><b>Skills:</b> To use collaborative tools and e-mail showing a sensitivity for this type of remote collaboration.</p> <p><b>Vocabulary:</b> Communication, Email, Send, Attachment, Address Book, Password, data protection</p>	<p><b>Communication:</b></p> <p><b>Knowledge:</b> To understand computer networks including the internet and the opportunities they offer for communication.</p> <p><b>Skills:</b> To understand the importance of sharing personal information (data protection) and the consequences of sending the wrong information. To be able to use blogs to communicate with others.</p> <p><b>Vocabulary:</b> Communication, data protection, blog, vlog</p>	<p><b>Communication:</b></p> <p><b>Knowledge:</b> To understand computer networks including the internet and the opportunities they offer for communication.</p> <p><b>Skills:</b> To understand the importance of sharing personal information (data protection) and the consequences of sending the wrong information. To be able to use blogs to communicate with others.</p> <p><b>Vocabulary:</b> Communication, data protection, blog, vlog</p>	<p><b>Communication:</b></p> <p><b>Knowledge:</b> To understand computer networks including the internet and the opportunities they offer for communication.</p> <p><b>Skills:</b> To understand the importance of sharing personal information (data protection) and the consequences of sending the wrong information. To be able to use blogs to communicate with others.</p> <p><b>Vocabulary:</b> Communication, data protection, blog, vlog</p>

<b>Music</b>				<p><u>Music across the ages</u></p> <p><b>Knowledge:</b> Listen with attention to detail and recall sounds with increasing aural memory. To develop an understanding of the history of music (Music from the Classical and Romantic periods and the early twentieth century).</p> <p><b>Skills:</b> Compare and evaluate different kinds of music using an appropriate musical vocabulary.</p> <p><b>Vocabulary:</b> Unison/part Tempo Analyse Melodic phrase</p>	<p><u>Music across the ages</u></p> <p><b>Knowledge:</b> Listen with attention to detail and recall sounds with increasing aural memory. To develop an understanding of the history of music (Music from the Classical and Romantic periods and the early twentieth century).</p> <p><b>Skills:</b> Compare and evaluate different kinds of music using an appropriate musical vocabulary.</p> <p><b>Vocabulary:</b> Unison/part Tempo Melodic phrase</p>	<p><u>Music across the ages</u></p> <p><b>Knowledge:</b> To listen with attention to detail and recall sounds with increasing aural memory.</p> <p><b>Skills:</b> Compare and evaluate different kinds of music using an appropriate musical vocabulary.</p> <p><b>Vocabulary:</b> Unison/part Tempo Melodic phrase</p>
<b>Physical Education</b>	<p><b>Real P.E (Personal)</b> Throlf</p> <p><b>Knowledge:</b> To know how to play competitive games. To develop flexibility, strength, technique, control and balance. To accept critical feedback and make changes.</p>	<p><b>Real P.E (Personal)</b> Throlf</p> <p><b>Knowledge:</b> To know how to play competitive games. To develop flexibility, strength, technique, control and balance. To accept critical feedback and make changes.</p>	<p><b>Real P.E (Personal)</b> Throlf</p> <p><b>Knowledge:</b> To know how to play competitive games. To develop flexibility, strength, technique, control and balance. To accept critical feedback and make changes.</p>	<p><b>Real P.E (Personal)</b> Scatterball</p> <p><b>Knowledge:</b> To know how to play competitive games. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Real P.E (Personal)</b> Scatterball</p> <p><b>Knowledge:</b> To know how to play competitive games. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Real P.E (Personal)</b> Scatterball</p> <p><b>Knowledge:</b> To know how to play competitive games. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>

	<p><b>Skills:</b> Co-ordination: To be able to use kicking and throwing to move a ball accurately.</p> <p><b>Vocabulary:</b> Send, receive, adaptation, pass.</p>	<p><b>Skills:</b> Agility: To be able to control equipment whilst moving and changing direction.</p> <p><b>Vocabulary:</b> Direction, movement, critical, adaption.</p>	<p><b>Skills:</b> To be able to improve a performance. To critically analyse and improve a performance.</p> <p><b>Vocabulary:</b> Improve, movement, adapt.</p>	<p><b>Skills:</b> Co-ordination: To be able to use kicking and throwing to move a ball accurately.</p> <p><b>Vocabulary:</b> Improve, movement, adapt.</p>	<p><b>Skills:</b> Agility: To be able to control equipment whilst moving and changing direction.</p> <p><b>Vocabulary:</b> Improve, movement, adapt.</p>	<p><b>Skills:</b> To be able to improve a performance. To critically analyse and improve a performance.</p> <p><b>Vocabulary:</b> Improve, movement, adapt.</p>
<b>Religious Education</b>	<p><b>Islam:</b> How do the pillars of Islam help Muslims live a good life?</p> <p><b>Knowledge:</b> To introduce the 5 Pillars.</p> <p><b>Skills:</b> To reflect on the beliefs, values and practices that are important in their own lives and in the school community and how these values are expressed.</p> <p><b>Vocabulary:</b> The five pillars of Islam are Shahadah, Salah, Sawm, Hajj and Zakah</p>	<p><b>Islam:</b> How do the pillars of Islam help Muslims live a good life?</p> <p><b>Knowledge:</b> To know what the first pillar means to Muslims.</p> <p><b>Skills:</b> To explain what Muslims believe about prophets. To understand the importance of the words 'Peace be upon him'.</p> <p><b>Vocabulary:</b> Shahadah - a belief in one God</p>	<p><b>Islam:</b> How do the pillars of Islam help Muslims live a good life?</p> <p><b>Knowledge:</b> To know what the second pillar means to Muslims.</p> <p><b>Skills:</b> To understand how and why Muslims pray.</p> <p><b>Vocabulary:</b> Salah - prayer, five times a day</p>	<p><b>Islam:</b> How do the pillars of Islam help Muslims live a good life?</p> <p><b>Knowledge:</b> To know what the third pillar means to Muslims.</p> <p><b>Skills:</b> To understand how charity is important to Muslims. To investigate the importance of charity to the children.</p> <p><b>Vocabulary:</b> Zakah- the giving of alms</p>	<p><b>Islam:</b> How do the pillars of Islam help Muslims live a good life?</p> <p><b>Knowledge:</b> To know what the fourth pillar means to Muslims.</p> <p><b>Skills:</b> To understand how and why Muslims fast. To investigate Muslim festivals and understand what is being celebrated.</p> <p><b>Vocabulary:</b> Sawm- fasting in the month of Ramadan</p>	<p><b>Islam:</b> How do the pillars of Islam help Muslims live a good life?</p> <p><b>Knowledge:</b> To know what the fifth pillar means to Muslims.</p> <p><b>Skills:</b> To understand why Muslim's journey to Makkah. To discuss why people make a pilgrimage.</p> <p><b>Vocabulary:</b> Hajj - pilgrimage</p>
<b>French</b>	<p><b>Seasons Recap</b></p> <p><b>Knowledge:</b> To know the seasons in French. To order the seasons.</p>	<p><b>Weather Recap</b></p> <p><b>Knowledge:</b> To identify different weather. To know how to describe the weather in French.</p>	<p><b>Where do you live?</b></p> <p><b>Knowledge:</b> To recognise France and UK on a map of Europe.</p>	<p><b>Where do you live?</b></p> <p><b>Knowledge:</b> To begin to describe where they live.</p>	<p><b>Where do you live?</b></p> <p><b>Knowledge:</b> To prepare a short presentation.</p>	<p><b>Where do you live?</b></p> <p><b>Knowledge:</b> To translate a simple presentation.</p>

	<p><b>Skills:</b> To write sentences to describe the seasons.</p> <p><b>Vocabulary:</b> Revision of core vocabulary: Le printemps l'été l'automne l'hiver La saison = the season est = is et = and il = it <b>Ext:</b> normalement = normally, en general = generally</p>	<p><b>Skills:</b> To write a mini weather report describing the season and the weather.</p> <p><b>Vocabulary:</b> Il fait beau il fait du soleil il fait gris Il fait mauvais il fait vent il pleut Il ya des nuages il neige</p>	<p><b>Skills:</b> To identify the capital cities of France and Britain. To research weather, size of country.</p> <p><b>Vocabulary:</b> Map Paris London weather types</p>	<p><b>Skills:</b> To use a bilingual dictionary to support learning. To listen to and repeat key vocabulary. To begin to prepare a short presentation of where they live.</p> <p><b>Vocabulary:</b> J'habite a dans la nord Dans le sud dans l'ouest Dans l'est de l'Angleterre</p>	<p><b>Skills:</b> To use a bilingual dictionary to support learning. To use key vocabulary in simple sentences To finish a short presentation of where they live.</p> <p><b>Vocabulary:</b> J'habite a dans la nord Dans le sud dans l'ouest Dans l'est de l'Angleterre</p>	<p><b>Skills:</b> To use key vocabulary to read and translate a simple presentation.</p> <p><b>Vocabulary:</b> J'habite a dans la nord Dans le sud dans l'ouest Dans l'est de l'Angleterre</p>
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