

## Green Park Village Primary Academy- Curriculum Overview- Long Term Plan (LTP)

### UKS2 – Year Five

| Year group                                                                        | Enquiry Approach                    | Autumn                                                                            |                                                                                    | Spring                                                                              |                                                                                     | Summer                                                                              |                                                                                                                 |
|-----------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
|                                                                                   |                                     | Term 1                                                                            | Term 2                                                                             | Term 3                                                                              | Term 4                                                                              | Term 5                                                                              | Term 6                                                                                                          |
| <b>Year 5</b><br><b>Ruby and Garnet</b>                                           | Enquiry Theme                       | A River Runs Through It                                                           | Hubble Bubble, Boil and Trouble!                                                   | The Mystery of the Mayans                                                           | Super Space                                                                         | Fantastic Farming                                                                   | The Awesome Saxons                                                                                              |
|                                                                                   | Enquiry Initial Engagement Question | Why is water an essential utility?                                                | How do materials change?                                                           | Why were the Mayans mysterious?                                                     | How would you survive in space?                                                     | How does climate impact farming?                                                    | Who were the Saxons?                                                                                            |
|                                                                                   | Prior knowledge                     | Y4 T2<br>Y4 T6                                                                    | Y4 T6<br>Y1 T1; Y4 T3 T4                                                           | Y3 T5<br>Y3 T6; Y4 T3 T4                                                            | Y4 T6<br>Standalone                                                                 | Y4 T6<br>Y4 T1                                                                      | Y4 T1<br>Y3 T6; Y4 T3 T4                                                                                        |
|                                                                                   | Future knowledge                    | Y6 T3<br>KS3                                                                      | KS3<br>Y5 T6                                                                       | KS3<br>KS3                                                                          | Y6 T3<br>Standalone                                                                 | Y6 T5<br>Y6 T2                                                                      | Y6 T1<br>Y6 T2 T3                                                                                               |
|                                                                                   | Visits/ Visitors                    |                                                                                   | Visit: Science Museum (Winchester)                                                 |                                                                                     | Visitor: Planetarium Dome                                                           |                                                                                     | Visitor: Dinton Pastures                                                                                        |
| Exceptional Futures-<br>I am a...                                                 |                                     |  |  |  |  |  |                              |
|  |                                     |                                                                                   |                                                                                    |                                                                                     |                                                                                     |                                                                                     | Messing about the water<br> |

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| Subject area                     | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                    | Spring                                                                                        |                                            | Summer                                                                                                                   |                                                                                                                          | Schemes / resources used                         |
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|                                  | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Term 2                                                             | Term 3                                                                                        | Term 4                                     | Term 5                                                                                                                   | Term 6                                                                                                                   |                                                  |
| English-reading                  | <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> <p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly, to read aloud fluently.*</p> <p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> |                                                                    |                                                                                               |                                            |                                                                                                                          |                                                                                                                          | <p>Pie Corbett-Reading Spine</p> <p>Big Cats</p> |
| Reading-texts                    | The Iron Man<br>by Ted Hughes<br>Coraline<br>by Neil Gaiman                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Lilliput<br>by Sam Gayton                                          | Survivors<br>by David Long                                                                    | The Wild Robot<br>by Peter Brown           | Rise Up<br>by Amanda Li                                                                                                  | King of the Cloud<br>Forests<br>by Michael Morpurgo                                                                      |                                                  |
| Genre and text                   | Genre: <b>To inform Persuasive</b><br>Text(s): <i>Real life experiences</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Genre: <b>To entertain Plays</b><br>Text(s): Extracts from Macbeth | Genre: <b>To inform Reports</b>                                                               | Genre: <b>To inform Reports</b> -newspaper | Genre: <b>To entertain Narrative:</b><br>Fiction from our heritage                                                       | Genre: <b>To inform Recount</b><br>Text(s): Everest by Alexandra Stewart                                                 | Pie Corbett/Talk for Writing Jane Considine      |
|                                  | Genre: <b>To entertain Narrative</b><br>Text(s): Moondial by Helen Cresswell                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Genre: <b>To instruct Instructions</b>                             | Genre: <b>To inform Recount- diary</b><br>Text(s): When Hitler Stole Pink Rabbit- Judith Kerr | Genre: <b>To inform Non chronological</b>  | Genre: <b>To inform Recount</b><br>Text(s): Great Adventurers by Alastair Humphreys                                      | Genre: <b>To inform Explanations</b><br>Text(s): Real Life Mysteries: Can You Explain the Unexplained by Susan Martineau |                                                  |
|                                  | Genre: <b>To inform Explanation</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Genre: <b>To inform Explanation</b>                                | Genre: <b>To entertain Narrative</b><br>Text(s): Hacker by Malorie Blackman                   | Genre: <b>To instruct Instructions</b>     | Genre: <b>To inform Explanations</b><br>Text(s): Real Life Mysteries: Can You Explain the Unexplained by Susan Martineau | Genre: <b>To entertain Narrative:</b><br>Fiction from our heritage                                                       |                                                  |
| Writing-Composition              | <p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                    |                                                                                               |                                            |                                                                                                                          |                                                                                                                          | Jane Considine                                   |
| Writing transcription - spelling | <p>To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough' (e.g. ought, bought, thought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> <p>To spell many of the Y5 and Y6 statutory spelling words correctly.</p> <p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                    |                                                                                               |                                            |                                                                                                                          |                                                                                                                          | Jane Considine                                   |

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|                                        | To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).<br>To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).<br>To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.<br>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                  |        |
| Vocabulary, grammar and punctuation    | To use commas consistently to clarify meaning or to avoid ambiguity.<br>To use brackets, dashes or commas to indicate parenthesis.<br>To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Jane Considine                                                                                                                                                                                                                                                   |        |
| English-phonics                        | Little Wandle Letters and Sounds – for those children working within this- below age-related                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Letters and Sounds- Little Wandle                                                                                                                                                                                                                                |        |
| English-handwriting                    | 1 Introducing sloped writing in letter families<br>2 Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st<br>3 Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, i, en<br>4 Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho<br>5 Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob<br>6 Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve<br>7 Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo<br>8 Practising sloped writing: joining from r: ra, re, ri, ro, ru<br>9 Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp<br>10 End-of-term check |                                                                                                                                                                                                                                                                          | 11 Practising sloped writing: proportion – joining from f to ascender: fl, ft<br>12 Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu<br>13 Different styles for different purposes: writing a paragraph<br>14 Practising sloped writing: speed: ff<br>15 Practising sloped writing: speed and legibility: ff<br>16 Practising sloped writing: size, proportion and spacing: ss<br>17 Practising sloped writing: building speed: qu<br>18 Different styles for different purposes: decorative alphabets<br>19 Different styles for different purposes<br>20 End-of-term check |                                                                                                                                                                          | 21 Sloped writing: proportion, joining p and b to ascenders: ph, pl, bl<br>22 Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr<br>23 Practising sloped writing: parallel downstrokes: pp, bb<br>24 Practising sloped writing: all double letters<br>25 Practising sloped writing for speed: tial, cial<br>26 Practising sloped writing for fluency<br>27 Personal style<br>28 Handwriting for different purposes: print alphabet<br>29 Assessment<br>30 Capitals | PenPals                                                                                                                                                                                                                                                          |        |
| Writing Foundational Skills/ Knowledge | Identify and write adverbs followed by present and past participle openers<br>Identify and write expanded noun phrases that include a prepositional phrase<br>Identify and write relative clauses (embedded and at the end of the main clause) as parenthesis                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Substitute commas for brackets and dashes when demarcating relative clauses as parenthesis<br>Identify and write appositives (embedded and at the end of the main clause) as parenthesis<br>Write relative clauses and appositives within compound and complex sentences | Identify and organise ideas into paragraphs to indicate a change in person, place or a jump in time<br>Convert spoken word into direct speech (statement, question and exclamation) where the reporting clause is embedded<br>Open, embed or end a paragraph with direct speech<br>Expand on direct speech with narrative to advance the plot                                                                                                                                                                                                                                                                 | Identify and write an introductory paragraph in expository writing<br>Identify and write a concluding paragraph in expository writing<br>Organise ideas into paragraphs. | Identify and write ellipsis as a stop mark and an incomplete thought<br>Identify and write ellipsis as a pause<br>Identify and write conjunctive adverbs to open sentences<br>Identify and write compound sentences with semi-colons.                                                                                                                                                                                                                                                                         | Identify and write compound sentences with semi-colons.<br>Identify and write conjunctive adverbs after semi-colons to combine and then link two main clauses<br>Identify and write similes<br>Identify and write metaphor<br>Identify and write personification | REAch2 |

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|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                          | Use speech to advance the plot of a narrative.                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                |                     |
| Maths                           | Number:<br>Place Value<br>Addition and Subtraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Statistics<br>Multiplication and Division<br>Measurement: Perimeter and Area                                                                                                             | Number:<br>Multiplication and Division<br>Number:<br>Fractions                                                                                                                                                                                                                                                                                                               | Number:<br>Fractions<br>Decimals and Percentages                                                                                                                                                                                                                                                                                                                          | Number:<br>Decimals<br>Geometry:<br>Properties of Shapes<br>Position and Direction                                                                                                                                                                                                                                                                                    | Measurement:<br>Converting Units<br>Volume                                                                                                                                                                                                     | White Rose<br>NCETM |
| Maths-<br>Foundational<br>Facts | Read and write numbers to 1,000,000<br>Count forwards and backwards beyond 100,000 in various steps<br>Find 10/ 100/ 1000/ 10,000/ 100,000 more or fewer than a given number<br>Recall addition facts to 20, 40, 60, 80 and 100                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Round to the nearest 10, 100 and 1000<br>Multiply and divide numbers by 10, 100 and 1000<br>Double and halve numbers to 1000<br>Recall all multiplication and division facts up to 12x12 | Find factors of amounts to 100<br>Recall prime numbers to 20<br>Square numbers to 10<br>Cube numbers to 5                                                                                                                                                                                                                                                                    | Find unit and non-unit fractions of amounts linked to division<br>Double and halve numbers to 1000 (including decimals)                                                                                                                                                                                                                                                   | Round to the nearest tenth<br>Recall basic equivalent fractions to decimals and percentages                                                                                                                                                                                                                                                                           | Recall compliments to 1<br>Count forwards and backwards beyond 100,000 in various steps including negative numbers<br>Convert ml to l, cm to mm, mins to hours                                                                                 | REAch2              |
| Science                         | Properties of material and reversible changes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                          | Forces and Gravity                                                                                                                                                                                                                                                                                                                                                           | Earth and Space                                                                                                                                                                                                                                                                                                                                                           | All Living Things and Their Habitats                                                                                                                                                                                                                                                                                                                                  | Animals Including Humans                                                                                                                                                                                                                       | REAch2              |
|                                 | 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.<br>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.<br>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.<br>Demonstrate that dissolving, mixing and changes of state are reversible changes.<br>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. |                                                                                                                                                                                          | Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.<br>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.<br>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.<br>Describe the movement of the Moon relative to the Earth.<br>Describe the Sun, Earth and Moon as approximately spherical bodies.<br>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.                  | Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br>Describe the life process of reproduction in some plants and animals.                                                                                                                                                                                                 | (changes linked to puberty – short unit)<br>Describe the changes as humans develop to old age.                                                                                                                                                 |                     |
| History                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Off With Her Head<br>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066                                                           | Mysterious Maya<br>A non European society that contrasts with British History<br>Mayan civilisation c AD 900                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                       | Anglo Saxons<br>Britain's settlement by Anglo-Saxons and Scots<br>Scots invasions from Ireland to North Britain (now Scotland)<br>Anglo-Saxon invasions, settlements and kingdoms: place names and village life<br>Anglo-Saxon art and culture | REAch2              |
| Geography                       | Rivers<br>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.<br>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                              | Cool Coasts<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Field to Fork<br>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.<br>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, |                                                                                                                                                                                                                                                | REAch2              |

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|                       | and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).                                                                                           |                                                                                                                                                                                                                            |                                                                                                                                                                                               | Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. | concentrating on their environmental regions, key physical and human characteristics, countries, and major cities<br>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |                                                                                                                                                                                                                      |            |
| Art and design        | Digital Collage<br>David Hockney                                                                                                                                                       |                                                                                                                                                                                                                            | Sculpture<br>Antoni Gaudi                                                                                                                                                                     |                                                                                                                                                                                              | Drawing/ Illustration<br>Various artists                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                      | REAch2     |
| Design and Technology | Marble Run (Structures)                                                                                                                                                                |                                                                                                                                                                                                                            | Pinball Wizard (Mechanical Systems)                                                                                                                                                           |                                                                                                                                                                                              | Roving Robots (Computing)                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                      | REAch2     |
| Music                 | Composition notation<br>(Theme: Ancient Egypt)                                                                                                                                         | Blues                                                                                                                                                                                                                      | South and West Africa                                                                                                                                                                         | Composition to represent the festival of colour<br>(Theme: Holi festival)                                                                                                                    | Looping and remixing                                                                                                                                                                                                                                                                                              | Musical theatre                                                                                                                                                                                                      | Kapow      |
|                       | Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to help develop their understanding of staff notation.          | Identifying the key features and mood of Blues music and its importance and purpose. Learning the 12-bar Blues and the Blues scale, and combining these to create an improvised piece with a familiar, repetitive backing. | Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.                         | Exploring the associations between music, sounds and colour, composing and, as a class and performing their own musical composition to represent Holi.                                       | Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.                                                                                                                  | An introduction to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, exploring how music can be used to tell a story and learning about performance aspects. |            |
| Computing             | Systems and searching<br>(5.1)                                                                                                                                                         | Video production<br>(5.2)                                                                                                                                                                                                  | Selection in physical computing<br>(5.3)                                                                                                                                                      | Flat-file databases<br>(5.4)                                                                                                                                                                 | Introduction to vector graphics<br>(5.5)                                                                                                                                                                                                                                                                          | Selection in quizzes<br>(5.6)                                                                                                                                                                                        | NCCE       |
| PE                    | Netball                                                                                                                                                                                | Hockey                                                                                                                                                                                                                     | Tag Rugby                                                                                                                                                                                     | Football                                                                                                                                                                                     | Tennis                                                                                                                                                                                                                                                                                                            | Athletics                                                                                                                                                                                                            | The PE Hub |
|                       | Dance Unit 1                                                                                                                                                                           | Gymnastics Unit 1                                                                                                                                                                                                          | Dance Unit 2                                                                                                                                                                                  | Gymnastics Unit 2                                                                                                                                                                            | Cricket                                                                                                                                                                                                                                                                                                           | Rounders                                                                                                                                                                                                             |            |
| RE                    | Hinduism:<br>Prayer and Worship<br>What is the best way for a Sanatani to show commitment to God?<br><br>Sikhism:<br>Belief into action<br>How far would a Sikh go for their religion? | Theme: Incarnation<br>Concept: Truth<br>Question: Is the Christmas story true?<br>Religion: Christianity                                                                                                                   | Hinduism:<br>Hindu Beliefs<br>How can Brahman be everywhere and in everything?<br><br>Sikhism:<br>Belief and moral values<br>How are sacred teachings and stories interpreted by Sikhs today? | Theme: Salvation<br>Concept: Destiny or free will<br>Question: How significant is it for Christians to believe that God intended Jesus to die?<br>Religion: Christianity                     | Hinduism:<br>Beliefs into action.<br>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?<br><br>Sikhism:<br>Prayer and Worship<br>What is the best way for a Sikh to show commitment to God?                                                                                                     | Theme: Beliefs and practices<br>Question: What is the best way for a Christian to show commitment to God?<br>Religion: Christianity                                                                                  | Jigsaw     |
|                       | Being Me                                                                                                                                                                               | Celebrating Differences                                                                                                                                                                                                    | Dreams and Goals                                                                                                                                                                              | Healthy Me                                                                                                                                                                                   | Relationships                                                                                                                                                                                                                                                                                                     | Changing Me                                                                                                                                                                                                          | Jigsaw     |

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| PSHE and Citizenship | Planning the forthcoming year<br>Being a citizen<br>Rights and responsibilities<br>Rewards and consequences<br>How behaviour affects groups<br>Democracy, having a voice, participating                                                                                                                                                                                                                                                     | Cultural differences and how they can cause conflict<br>Racism<br>Rumours and name-calling<br>Types of bullying<br>Material wealth and happiness<br>Enjoying and respecting other culture                                                                                                                                                                                                                                                 | Future dreams<br>The importance of money<br>Jobs and careers<br>Dream job and how to get there<br>Goals in different cultures<br>Supporting others (charity)<br>Motivation                                                                                                                                                                                                                                                                                                                                                                                          | Smoking, including vaping<br>Alcohol<br>Alcohol and anti-social behaviour<br>Emergency aid<br>Body image<br>Relationships with food<br>Healthy choices<br>Motivation and behaviour                                                                                                                                                                                                                                                                                                                                                                                                           | Self-recognition and self-worth<br>Building self-esteem<br>Safer online communities<br>Rights and responsibilities online<br>Online gaming and gambling<br>Reducing screen time<br>Dangers of online grooming<br>SMARTT internet safety rules                                                                                                                                                                                                                                                 | Self- and body image<br>Influence of online and media on body image<br>Puberty for girls<br>Puberty for boys<br>Conception (including IVF)<br>Growing responsibility<br>Coping with change<br>Preparing for transition                                                                                                                                                                                                                        |                 |
|                      | Understand how democracy and having a voice benefits the school community<br>Understand how to contribute towards the democratic process<br>Understand the rights and responsibilities associated with being a citizen in the wider community and their country<br>Know how to face new challenges positively<br>Understand how to set personal goals<br>Know how an individual's behaviour can affect a group and the consequences of this | Know external forms of support in regard to bullying e.g. Childline<br>Know that bullying can be direct and indirect<br>Know what racism is and why it is unacceptable<br>Know what culture means<br>Know that differences in culture can sometimes be a source of conflict<br>Know that rumour-spreading is a form of bullying online and offline<br>Know how their life is different from the lives of children in the developing world | Know about a range of jobs that are carried out by people I know<br>Know the types of job they might like to do when they are older<br>Know that young people from different cultures may have different dreams and goals<br>Know that they will need money to help them to achieve some of their dreams<br>Know that different jobs pay more money than others<br>Know that communicating with someone from a different culture means that they can learn from them and vice versa<br>Know ways that they can support young people in their own culture and abroad | Know basic emergency procedures, including the recovery position<br>Know the health risks of smoking<br>Know how smoking tobacco affects the lungs, liver and heart<br>Know how to get help in emergency situations<br>Know that the media, social media and celebrity culture promotes certain body types<br>Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure<br>Know some of the risks linked to misusing alcohol, including antisocial behaviour<br>Know what makes a healthy lifestyle | Know that there are rights and responsibilities in an online community or social network<br>Know that there are rights and responsibilities when playing a game online<br>Know that too much screen time isn't healthy<br>Know how to stay safe when using technology to communicate with friends<br>Know that a personality is made up of many different characteristics, qualities and attributes<br>Know that belonging to an online community can have positive and negative consequences | Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally<br>Know that sexual intercourse can lead to conception<br>Know that some people need help to conceive and might use IVF<br>Know that becoming a teenager involves various changes and also brings growing responsibility<br>Know what perception means and that perceptions can be right or wrong |                 |
| MfL                  | My Family (I)                                                                                                                                                                                                                                                                                                                                                                                                                               | The Date (I)                                                                                                                                                                                                                                                                                                                                                                                                                              | What is the Weather? (I)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Do You Have a Pet? (I)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | My Home (I)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Romans (I)<br>Habitats (I)                                                                                                                                                                                                                                                                                                                                                                                                                    | Language Angels |