<table>
<tr><td></td><td colspan="2">YEAR 5
TERMS 1 & 2</td></tr>
<tr><td>Big Question</td><td colspan="2">Why do people invade and settle?</td></tr>
<tr><td>Why here, why now?</td><td colspan="2">This builds on the invasion concept in Year 4 where the children learned why the Romans invaded Britain. This concept develops in order that the children have a deeper understanding of the reasons for invasion in preparation for Y6 when they learn about war. Through a study of Vikings and Anglo- Saxons, the children further develop the concept of trade and how invasion and settlement can change the way civilisations are impacted by change. This enquiry is important because children need to understand British History and what came before. It is also an opportunity for children to understand the development of crime and punishment in this country.</td></tr>
<tr><td rowspan="6">Enquiry Questions</td><td colspan="2">What does it mean to settle?</td></tr>
<tr><td colspan="2">How do you invade?</td></tr>
<tr><td colspan="2">What was everyday life like for the Saxons and Vikings?</td></tr>
<tr><td colspan="2">Why is justice important?</td></tr>
<tr><td colspan="2">What makes a good leader?</td></tr>
<tr><td colspan="2">How does power influence invading and settling?</td></tr>
<tr><td rowspan="3">Science</td><td>National Curriculum</td><td>TAPS</td></tr>
<tr><td>Properties and changes of materials:
compare and group together everyday materials based on 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.
give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</td><td>Term 1 - Materials: Dissolving
Plan different types of scientific enquiries to answer their own questions, including recognising and controlling variables where necessary.
Term 2 – Materials: Insulation Layers
Use test results to make predictions to set up further comparative and fair tests.</td></tr>
<tr><td colspan="2">Working Scientifically
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</td></tr>
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- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

</td></tr>
<tr><td></td><td colspan="2">Vocabulary</td></tr>
<tr><td></td><td>Revisited:
change state, heated, cooled, water cycle, evaporation, condensation, degrees Celsius, materials, substance, magnetic.</td><td>New:
Hardness, solubility, transparency, electrical and thermal conductivity, mixture, dissolve, solution, separating, filtering, sieving, reversible, burning, rusting.</td></tr>
<tr><td rowspan="5">Art and Design</td><td>National Curriculum</td><td>Skills Progression – Drawing, Craft and Design</td></tr>
<tr><td>Painting – Abstract Art:
• To improve their mastery of art and design techniques, including drawing, with a range of materials (e.g. pencil, charcoal)
• Clay – mayan masks
• To create sketch books to record their observations and use them to review and revisit ideas.

Art:
• To use sketchbooks to collect, record and evaluate ideas.
• To improve mastery of techniques in drawing, painting, sculpture and other art, craft and design techniques using varied materials.
• To learn about a range of artists, architects and designers.

FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS.

Artists: Magritte, Salvador Dali, Monet, Renoir, J.M.W.Turner, James Whistler, Picasso, Paul Klee.</td><td>• Children can understand perspective and express it in their drawing.
• Children can consider scale and proportion in their drawings.
• Gain further experience of modelling over an armature e.g. newspaper/ metal frames.</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td>Revisited:
Colour, adding, mixing, pallets, brushes, same, similar, different, compare, paler, darker, primary colours, naming, shades, colour</td><td>New:
Shades and tones, use of colour to change shades and tones</td></tr>
</table>

	family, thick, thin, brush strokes, merge. warm/cold colours, single primary system, dual primary system (i.e. bright blue/turquoise), vertical, horizontal, diagonal lines, still-life, mood, atmosphere, feeling words i.e anger, sadness, tone, texture, outline, overdrawing, monochrome, observation Seasonal, landscape, wash, background, foreground, seascape, graded tone wash, blend, merge, man-made, natural, Aboriginal.	Descriptive words i.e welcoming, pleasant, sinister, mysterious, camouflage.
Computing	**Kapow unit: Term 1 –** Search Engines • To understand what a search engine is and how to use it • To be aware that not everything online is true. • To search effectively • To create an informative poster • To understand how search engines work **Term 1 Online Safety -** Online protection • To understand how apps can access our personal information and how to alter the permissions	**Term 2 –** Stop Motion Animation • To understand what animation is • To understand what stop motion animation is • To plan my stop motion video, thinking about the characters I want to use. • To create a stop motion animation • To edit and assess my stop motion animation. **Term 2 Online Safety** - Online Communication • To be aware of the positive and negative aspects of online communication
Design and Technology	**Food Technology**	
	• Understand the importance of correct storage and handling of ingredients. • Demonstrate a range of baking and cooking techniques	
	Vocabulary	
	Revisited: Food hygiene, healthy diet, Chop, stir, mix, healthy, unhealthy, diet, ingredients, healthy choices, seasonality, grown, reared, caught, processed.	**New:** Safety of using hobs, origins of food stuff, seasonal products.
Geography		
	Vocabulary	
	Revisited:	**New:**
History	**Why do people invade and settle?** 1a) Britain's settlement by Anglo-Saxons and Scots Examples (non-statutory) This could include: • Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne	

<table>
<tr><td></td><td colspan="2">1b) The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Examples (non-statutory) This could include:
• Viking raids and invasion
• Resistance by Alfred the Great and Athelstan, first king of England
• Further Viking invasions and Danegeld
• Anglo-Saxon laws and justice
• Edward the Confessor and his death in 1066

1c) A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Examples (non-statutory).</td></tr>
<tr><td></td><td colspan="2">Vocabulary</td></tr>
<tr><td></td><td>Revisited:
Past, present, old and new, year, similarities or same, differences or different, history, historical, source, evidence, Gods and Goddesses, Primary and secondary source, timeline, BC / AD, locate/location, country, ancient , modern, politics, ruling, ruler, chronological order, archaeologist, thatch roof, Invade, invaders, settlers, flint and steel, axe, sword, shield, warrior, bow and arrow, arrow head, spear, artefact.</td><td>New:
Viking, Anglo Saxon, Edward the Confessor, English, French, Denmark, Norway, Sweden, Scandinavia, long ship, myth, Bayeux tapestry, William the Conqueror, Harold, Battle of Hastings, runes, Odin, Freya, Thor, raider, monastery, Beowulf, Sutton Hoo.</td></tr>
<tr><td>Connections</td><td colspan="2">What impact are we having on our world? What can we do to change our bad habits? Sustainability, deforestation
This learning theme will link geography and science and geology – the concept of evolution and erosion can thread through the theme – what is erosion, can it be prevented in the natural world and in the human world? Creation stories and belief systems can be debated and challenged by scientific discoveries. Natural disasters can be explored in historical context and modern day. Why do disasters happen? Children can learn the science behind weather and natural disasters.</td></tr>
<tr><td>Languages</td><td colspan="2">iLanguages Year 4 Scheme of Work</td></tr>
<tr><td></td><td colspan="2">Term 1:
• Listen attentively to spoken language and show understanding by joining in and responding
• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
• Speak in sentences, using familiar vocabulary, phrases and basic language structures
• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
• Present ideas and information orally to a range of audiences*
• Read carefully and show understanding of words, phrases and simple writing
• Appreciate stories, songs, poems and rhymes in the language
• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
• Write phrases from memory, and adapt these to create new sentences.</td></tr>
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<tr><td></td><td colspan="2">• Express ideas clearly
• Describe people, places, things and actions orally* and in writing</td></tr>
<tr><td>Music</td><td>Charanga: Term 1 – Livin' on A Prayer</td><td>Term 2 – Classroom Jazz 1</td></tr>
<tr><td rowspan="5">PE</td><td rowspan="5">Sport/Skill Application</td><td colspan="2">Dance
• Respond to a variety of stimuli showing a range of actions performed with control and fluency.
• Think about character and narrative ideas created by the stimulus and respond through movement.
• Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group.
• Create and perform dances using a range of movement patterns in response to a range of stimuli.
• Use different compositional ideas to create motifs incorporating unison, canon, action and reaction.
• Remember, practise, and combine longer, more complex dance phrases</td></tr>
<tr><td colspan="2">Gymnastics
• Perform a range of rolls including backwards roll consistently.
• Perform a range of actions and agilities with consistency, fluency and clarity of movement.
• Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner.
• Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.
• Perform sequences with changes of speed, level and direction, and clarity of shape.
• Gradually increase the length of sequences.
• Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</td></tr>
<tr><td colspan="2">Games
• Travel with a ball showing changes of speed and directions using either foot or hand.
• Use a range of techniques when passing, eg high, low, bounced, fast, slow.
• Keep a game going using a range of different ways of throwing.
• Strike a ball with intent and throw it more accurately when bowling and/or fielding.
• Keep and use rules they are given.
• Try to make things difficult for an opponent by directing the ball to space, at different speeds or heights.</td></tr>
<tr><td colspan="2">Athletics
• Practise strength, stamina and speed when running.
• Adapt skills and techniques to allow them to reduce speed/increase distance.
• Improve on personal targets.
• Organise and manage an athletic event well.</td></tr>
<tr><td colspan="2">OAA
• Move confidently through familiar and less familiar environments.
• Adapt skills and strategies as situation demands.</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">• Use a map with confidence to navigate around a route.</td></tr>
<tr><td rowspan="5">RE</td><td>Faiths:</td><td>Sikhism / Hinduism</td><td>Christianity</td></tr>
<tr><td colspan="3">Belief into action
How far would a Sikh go for his/her religion?
• Identify the different levels of commitment I show to different things and explain these priorities.
• Make links between how Sikhs practise their religion and the beliefs that underpin this.
• Respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.

OR

What is the best way for a Hindu to show commitment to God?
• Show an understanding of why people show commitment in different ways.
• Describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others.
• Express why I think Hindus might choose different ways to show commitment to God.</td></tr>
<tr><td colspan="3">Is the Christmas story true?
Start to explain how ‘true’ could mean different things to different people, and how stories can be ‘true’ in different ways.
• Explain the Christian belief that Jesus was the Incarnation of God.
• Express an opinion on whether the Christmas story is true and what this might mean to Christians</td></tr>
<tr><td colspan="3">Vocabulary</td></tr>
<tr><td>Belief into action:
Guru, Amrit, Khalsa, Karah Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak</td><td>Hinduism:
Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Atman, Krishna, Avatar, Chadogya Upanishad</td><td>Christianity:
Advent, Incarnation</td></tr>
<tr><td>PSHE</td><td>JIGSAW Units:</td><td>Term 1 - Being Me in My World</td><td>Term 2 - Celebrating Differences</td></tr>
</table>

<table>
<tr><td></td><td colspan="2">YEAR 5
TERMS 3 & 4</td></tr>
<tr><td>Big Question</td><td colspan="2">Why do we need to know our place in space?</td></tr>
<tr><td>Why here, why now?</td><td colspan="2">This builds on Year 4 where children learned about the power of the Roman Empire and the resulting inequality which arose i.e slaves and the hierarchy of their civilisation. The concept of phenomena is built on from Y4 as they learn about water cycle, erosion of rocks, volcanic eruptions, and earthquakes. This also links to Y3 where they learn about light and electricity. In Y5 they learn about phenomena such as the solar system including gravity and forces.</td></tr>
<tr><td rowspan="5">Enquiry Questions</td><td colspan="2">Where are we?</td></tr>
<tr><td colspan="2">Why does the earth move?</td></tr>
<tr><td colspan="2">Why does the moon look different?</td></tr>
<tr><td colspan="2">Why don’t we fall off the earth?</td></tr>
<tr><td colspan="2">How do forces affect us?</td></tr>
<tr><td rowspan="3">Science</td><td>National Curriculum</td><td>TAPS</td></tr>
<tr><td>Earth and Space:
describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
Describe the movement of the Moon relative to the Earth.
Describe the Sun, Earth and Moon as approximately spherical bodies.
Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</td><td>Term 3 - Space: Craters
Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</td></tr>
<tr><td>Forces:
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</td><td>Term 4 - Forces: Aquadynamics
Explain degree of trust in results.
Identify and evaluate scientific evidence (their own and others’) that has been used to support or refute ideas or arguments.</td></tr>
<tr><td colspan="2">Working Scientifically
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</td></tr>
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	• using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.	
	Vocabulary	
	Revisited: Day, night, force.	**New:** Earth, planets, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, solar system, spherical bodies, rotation, orbit, geocentric, heliocentric, Gravity, air resistance, water resistance, friction, mechanisms, levers, pulleys, gears.
Art and Design	**National Curriculum**	**Skills Progression - Colour, Paint and Print**
	• To use sketchbooks to collect, record and evaluate ideas. • To improve mastery of techniques in drawing, painting, sculpture and other art, craft and design techniques using varied materials. • To learn about a range of artists, architects and designers. FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS. Artists: Claus Oldenburg, Escher, Victor Vasarly, David Hockney, Paul Cezanne, Henri Matisse, Braque.	• Children can use vibrant colours to create an abstract artwork. • Children can select and mix complex colours to depict thoughts and feelings. • Create mixed media art including digital art.
	Vocabulary	
	Revisited: Drawing: Line, pattern, texture, shape, tone. Descriptive words for lines. The names of art media i.e charcoal. Light, dark, smudging, blending, shades. pressing, colour, firmly, gently, upwards, downwards, overdrawing, detail, blends, patches, smudges, sequencing, storytelling, repetition, comic strips, frames. Zooming, view finder, window, isolate, view, sketches, outline, part, whole, enlarge, observe, near, far, composition, large, small, distance, viewpoints, position, secondary colour. portrait, self-portrait, styles, features, bumps, hollows, expressions, profile, shadow, scraffito, scraping, layers.	**New:** Drawing: Scaling up, scaling down, enlarging, reducing, grid, distortions, reflections, composition, harmonious relationships, arrangement, symmetrical, unbalanced, iscolated, abstract
Computing	**Kapow unit: Term 3 - Data Handling -** Mars Rover 1 • To identify how and why data is collected from space. • To identify how messages can be sent using binary code.	**Term 4 - Mars Rover 2 -** Skill Showcase • To understand how bit patterns represent images as pixels.

	• To read and calculate numbers using binary code. • To identify the computer architecture of the Mars Rovers. • To use simple operations to calculate bit patterns. • To represent binary as text. **Term 3 Online Safety -** Online Reputation • To understand how online information can be used to form judgements	• To explain how the data for digital images can be compressed. • To identify and explain the 'fetch, decode, execute' cycle. • To create a safe online profile and tinker with 3D design software. • To modify the design of a 3D object using CAD software. **Term 4 Online Safety -** Online Bullying • To discover ways to overcome bullying
Design and Technology		
	Vocabulary	
	Revisited:	**New:**
Geography		
	Vocabulary	
	Revisited:	**New:**
History		
	Vocabulary	
	Revisited:	**New:**
Languages	**iLanguages Year 4 Scheme of Work**	
Music	**Charanga: Term 3 –** Make You Feel My Love **Pop Ballads:** • Make You Feel My Love by Bob Dylan - Adele • version • Make You Feel My Love - Bob Dylan version • So Amazing by Luther Vandross • Hello by Lionel Richie • The Way You Look Tonight by Jerome Kern	**Term 4 –** Fresh Prince of Bel-Air **Old School Hip Hop:** • Fresh Prince Of Bel-Air by Will Smith • Me, Myself And I by De La Soul • Ready Or Not by The Fugees • Rapper's Delight by The Sugarhill Gang • U Can't Touch This by MC Hammer • It's Like That by Run DMC
PE	**Sport/Skill Application**	**Dance** • Respond to a variety of stimuli showing a range of actions performed with control and fluency. • Think about character and narrative ideas created by the stimulus and respond through movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group. • Create and perform dances using a range of movement patterns in response to a range of stimuli. • Use different compositional ideas to create motifs incorporating unison, canon, action and reaction. • Remember, practise, and combine longer, more complex dance phrases

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Practise strength, stamina and speed when running.
Adapt skills and techniques to allow them to reduce speed/increase distance.
Improve on personal targets.
Organise and manage an athletic event well.</td></tr>
<tr><td>OAA
Move confidently through familiar and less familiar environments.
Adapt skills and strategies as situation demands.
Use a map with confidence to navigate around a route.</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
<tr><td colspan="2">Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target.</td></tr>
<tr><td>RE</td><td colspan="2">Faiths: Sikhism | Christianity</td></tr>
<tr><td></td><td colspan="2">Beliefs and Moral Values
Are Sikh stories important today?
Explain how some stories can teach people about what is important and how to behave.
Recognise that stories can be an important way
of expressing belief and meaning and can explain the relevance of a Sikh story.
Explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</td></tr>
</table>

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<tr><td></td><td colspan="3">Hindu Beliefs
How can Brahman be everywhere and in everything?
• Describe some of the characteristics that make me even when I am playing different roles.
• Make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives,
• Express my understanding of how Brahman can/cannot be in everything.</td></tr>
<tr><td></td><td colspan="3">Easter - Salvation
How significant is it for Christians to believe God intended Jesus to die?
• Give an example of someone with a strong sense of purpose for their life and give my opinions on this.
• Explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.
• Start to express my opinion about Jesus' crucifixion being his destiny/purpose.</td></tr>
<tr><td></td><td colspan="3">Vocabulary</td></tr>
<tr><td></td><td>Sikhism:
Guru, Guru Granth Sahib, Guru Nanak, Khalsa</td><td>Christianity:
Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane</td><td>Hinduism:
Brahman, Trimurti, Brahma, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Atman, Krishna, Avatar, Chadogya Upanishad</td></tr>
<tr><td>PSHE</td><td>JIGSAW Units:</td><td>Dreams and Goals</td><td>Healthy Me</td></tr>
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<tr><td></td><td colspan="2">YEAR 5
TERMS 5 & 6</td></tr>
<tr><td>Big Question</td><td colspan="2">Why is it important to look after our world?</td></tr>
<tr><td>Why here, why now?</td><td colspan="2">This builds on Year 2 when the children learned about habitats and growth and how they are sustained. This develops in Year 5 when we look at the rainforest and the threats to its sustainability. It builds on Y4 where they learned about how species adapt to their environment. In Year 5 we learn about the impact of human changes on the diversity of the species (animal, plant and insects) within the rainforest habitat. Trade and inequality is a concept which is built on over the year as it begins in this enquiry and is further developed when learning about the Vikings and how they traded across the world. In term 2 it develops when the children learn about unequal trade between the rainforest populations and the rest of the world.</td></tr>
<tr><td rowspan="3">Enquiry Questions</td><td colspan="2">What does the earth need?</td></tr>
<tr><td colspan="2">What are the dangers of climate change?</td></tr>
<tr><td colspan="2">What does the earth give us?</td></tr>
<tr><td rowspan="4">Science</td><td>National Curriculum</td><td>TAPS</td></tr>
<tr><td>Living things and their habitats
• Describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.
• Describe the life process of reproduction in some plants and animals.</td><td>Term 1 – Living things: Life Cycle Research
• Report and present findings from enquiries, in oral and written forms such as displays and other presentations, using appropriate scientific language.</td></tr>
<tr><td>Materials and their processes
• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</td><td>Term 2 – Animals including Humans: Growth Survey
• Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</td></tr>
<tr><td colspan="2">Working Scientifically
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes, and skills through the teaching of the programme of study content:
• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
• using test results to make predictions to set up further comparative and fair tests.
• reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.</td></tr>
<tr><td colspan="2">Vocabulary</td></tr>
</table>

	Revisited: Life cycle, amphibian, mammal, insect, bird, reproduction, plants, animals, environment, rainforest, oceans, seeds, stem, Solids, liquids, gases.	**New:** Sexual, asexual, desert, prehistoric, parent plant, root cuttings, tubers, rearing, naturalists, behaviourists.
Art and Design	**National Curriculum**	**Skills Progression – Paint and Sculpture**
	• To use sketchbooks to collect, record and evaluate ideas. • To improve mastery of techniques in drawing, painting, sculpture and other art, craft and design techniques using varied materials. • To learn about a range of artists, architects and designers. FOR DRAWING, PAINTING AND SCULPTURE SPECIFIC OBJECTIVES PLEASE SEE ART ASSESSMENT GRIDS. Artists: Bonnard, Matisse, David Hockney, Van Gogh, Andy Warhol, Henry Moore, Gaudi, Barbara Hepworth	• Control brush strokes and apply tints and shades when painting. • Paint with greater skill and expression. • Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining parts.
	Vocabulary	
	Revisited: Sculpture: Form, wrapping, padding, covering, undoing, re-arranging, shape (the names of different shapes), cutting, re-attaching, linking, sculpture, decoration, adding, junk, background, folding, size, scrunch, fastening, bending, twisting, looping, coil, fold, rolling, template, pulling, pushing, burrowing, smoothing, dampening, joined. form, texture, structures, modelling, curling, overlapping, armature, sculptors, stable, jewellery, pendant, threading, clipping, central design, arrangement, fringing, crumpling, plaiting, pleating. Selecting, combining, barriers, boundaries, size, scale, turning, pinching, dampened, inverted, joining, slip, impressing, roughen.	**New:** Sculpture: 2D, 3D, model, scratching, grip, carving, surface, porous, building up, varied
Computing	**Kapow unit: Term 5 – Programming** – Music • To tinker with Scratch music elements • To create a program that plays themed music • To plan a soundtrack program • To program a soundtrack • To program music **Term 5 - Online Safety -** Online Health	**Term 6 – Programming** – Micro Bit • To program an animation • To recognise coding structures • To create a program • To create a program **Term 6 - Online Safety -** Review and Assessment

	• To understand how technology can affect health and wellbeing	
Design and Technology		
	Vocabulary	
	Revisited:	**New:**
Geography	• 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. • 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. **Focus:** Yanomami tribe in Brazil • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers **(River Banwell and the Amazon – also link to fieldwork)**, ~~mountains, volcanoes and earthquakes, and the water cycle.~~ • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Focus:** Local Area Walk	
	Vocabulary	
	Revisited: Maps, atlas, globe, Equator, North and South Poles, country, countries, continents, Asia, Africa, North America, South America, Antarctica, Europe, Oceania.	**New:** Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones, latitude, longitude, climate zones, biomes and vegetation belts, rainforests, temperate, tundra, arid, polar, tropical.
History	• A non-European society that provides contrasts with British history – one study chosen from: **Mayan civilization c. AD 900**; ~~early Islamic civilization, including a study of Baghdad c. AD 900; Benin (West Africa) c. AD 900-1300~~. **Geography Link:** Geographical knowledge of Central America, belief systems, culture, innovations e.g number systems **Literacy Link:** The Quest for Z – Percy Fawcett The Explorers – Catherine Rundle	
	Vocabulary	
	Revisited: Past, present, old and new, year, similarities or same, differences or different, history, historical, source, evidence,	**New:**

	Gods and Goddesses, Primary and secondary source, timeline, BC / AD, locate/location, country, ancient , modern, politics, ruling, ruler, chronological order, archaeologist, hieroglyth, thatch roof Invade, invaders, settlers, axe, sword, shield, warrior, bow and arrow, arrow head, spear, artefact.	Maya, civilisation, Aztec, sacrifices, state, cities: Palanque, Tikal, Copan, ruin, scholar, mathematician, astronomer, codex, calendar, loin cloth, cloak called Manta, headdress, society.
	Connections: This enquiry intends to develop the children's understanding of why invasions happen – there is a link to the first theme in Year 6.	
Languages	**iLanguages Year 4 Scheme of Work**	
Music	**Charanga: Term 5 –** Dancing in The Street **<u>Motown:</u>** • Dancing In The Street by Martha And The Vandellas • I Can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops • I Heard It Through The Grapevine by Marvin Gaye • Ain't No Mountain High Enough by Marvin Gaye and Tammi Terrell • You Are The Sunshine Of My Life by Stevie Wonder	**Term 6 –** Reflect, Rewind and Replay
PE	**Sport/Skill Application**	**Dance** • Respond to a variety of stimuli showing a range of actions performed with control and fluency. • Think about character and narrative ideas created by the stimulus and respond through movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working on their own, with a partner and in a group. • Create and perform dances using a range of movement patterns in response to a range of stimuli. • Use different compositional ideas to create motifs incorporating unison, canon, action and reaction. • Remember, practise, and combine longer, more complex dance phrases
		Gymnastics • Perform a range of rolls including backwards roll consistently. • Perform a range of actions and agilities with consistency, fluency and clarity of movement. • Make similar or contrasting shapes on the floor and apparatus, working with a partner combine actions and maintain the quality of performance when performing at the same time as a partner. • Develop a longer and more varied movement sequence demonstrating smooth transitions between actions. • Perform sequences with changes of speed, level and direction, and clarity of shape. • Gradually increase the length of sequences. • Work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.

<table>
<tr><td></td><td></td><td>Games
Travel with a ball showing changes of speed and directions using either foot or hand.
Use a range of techniques when passing, eg high, low, bounced, fast, slow.
Keep a game going using a range of different ways of throwing.
Strike a ball with intent and throw it more accurately when bowling and/or fielding.
Keep and use rules they are given.
Try to make things difficult for an opponent by directing the ball to space, at different speeds or heights.</td></tr>
<tr><td></td><td></td><td>Athletics
Practise strength, stamina and speed when running.
Adapt skills and techniques to allow them to reduce speed/increase distance.
Improve on personal targets.
Organise and manage an athletic event well.</td></tr>
<tr><td></td><td></td><td>OAA
Move confidently through familiar and less familiar environments.
Adapt skills and strategies as situation demands.
Use a map with confidence to navigate around a route.</td></tr>
<tr><td></td><td colspan="2">Vocabulary</td></tr>
<tr><td></td><td colspan="2">Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target.</td></tr>
<tr><td>RE</td><td>Faiths:</td><td>Sikhism or Hinduism</td><td>Christianity</td></tr>
<tr><td></td><td colspan="3">Prayer and Worship
What is the best way for a Sikh to show commitment to God?
Show an understanding of why people show commitment in different ways.
Describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.
Start to express what I think about the best way a Sikh could show commitment to God.
OR

Beliefs and Moral Values
Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?
Start to express my own views about life after death.
Compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers’ lives.
Express my own views about Hindu beliefs and whether they make sense to me or not.</td></tr>
<tr><td></td><td colspan="3">Beliefs and Practices
What is the best way for a Christian to show commitment to God?
Show an understanding of why people show commitment in different ways.</td></tr>
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<table>
<tr><td></td><td colspan="3">Describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.
Explain why I think some ways of showing commitment to God would be better than others for Christians.</td></tr>
<tr><td></td><td colspan="3">Vocabulary</td></tr>
<tr><td></td><td>Sikhism:
Guru, Amrit, Khalsa, Karah, Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, Sewa, Gurdwara.</td><td>Hinduism:
Karma, Samsara, Moksha, Bhagavad Gita, Upanishads, Atman, Sadhu.</td><td>Christianity:
Ten Commandments, Confirmation, Lord Prayer.</td></tr>
<tr><td>PSHE</td><td colspan="3">JIGSAW Units: Relationships | Changing Me</td></tr>
</table>