



Gosfield School

Year 5 Curriculum Booklet

This booklet is a guide to your child's current academic year, giving you an overview of the content of our curriculum at Gosfield Prep School. Our curriculum has been devised to interest and engage every child to help them realise their potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the pupils, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your child's class teacher.

## Year 5- Yearly Overview for English

Your child will be assessed against the following criteria:

Reading	Writing
<p>Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound.</p> <p>Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p>Re-read and read ahead to check for meaning.</p> <p>Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions and discuss the features of each.</p> <p>Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</p> <p>Identify significant ideas, events and characters and discuss their significance.</p> <p>Recite poems by heart, such as narrative verse, haiku etc.</p> <p>Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Discuss the audience and purpose of the writing.</li> <li>• Start sentences in different ways.</li> <li>• Use the correct features and sentence structure matched to the text type.</li> <li>• Develop characters through action and dialogue.</li> <li>• Establish a viewpoint as the writer through commenting on characters and events.</li> <li>• Use grammar and vocabulary to create an impact on the reader.</li> <li>• Use stylistic devices to create effects in writing.</li> <li>• Add well-chosen detail to interest the reader.</li> <li>• Summarise a paragraph.</li> <li>• Organise writing into paragraphs to show different information or events.</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed.</li> <li>• Choose the style of handwriting to use when given a choice.</li> <li>• Choose the handwriting that is best suited for a specific task.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Form verbs with prefixes.</li> <li>• Convert nouns or adjectives into verbs by adding a suffix.</li> <li>• Understand the rules for adding prefixes and suffixes.</li> <li>• Spell words with silent letters.</li> <li>• Distinguish between homophones and other words which are often confused</li> <li>• Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>

	<p><b>Grammar and punctuation</b></p> <p>Sentence structure – can use relative clauses, adverbs or modal verbs to indicate a degree of possibility.</p> <p>Text structure - can build cohesion between paragraphs and use adverbials to link paragraphs.</p> <p>Punctuation – can use brackets, dashes and commas to indicate parenthesis and use commas to clarify meaning or avoid ambiguity.</p>
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## Year 5 - Yearly Overview for Maths

Your child will be assessed against the following criteria:

Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurement	Properties of Shape
Count forwards or backwards in powers of 10 for any given number up to 1,000,000.	Add and subtract numbers mentally with increasingly large numbers.	Multiply and divide numbers mentally drawing on known facts.	Solve problems involving converting between units of time.	Use the properties of rectangles to deduce related facts and find missing lengths and angles.
Read, write, order and compare numbers to at least 1,000,000.	Add and subtract whole numbers with more than 4 digits, including using formal written methods.	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.	Convert between different units of metric measure.	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	Multiply numbers up to 4 digits by a 1-digit or 2-digit number using a formal written method, including long multiplication for 2-digit numbers.	Understand and use approximate equivalences between metric units and common imperial units, such as inches, pounds and pints.	Identify 3D shapes, including cubes and other cuboids, from 2D representations.
Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10000 and 100000.	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	Divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders.	Measure and calculate the perimeter of composite rectilinear shapes in cm and m.	Know angles are measured in degrees.
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.	Establish whether a number up to 100 is prime and recall prime numbers up to 19.	Solve problems involving multiplication and division including using knowledge of factors and multiples, squares and cubes.	Calculate and compare the area of rectangles (including squares), and including using standard units (cm <sup>2</sup> and cm <sup>3</sup> ) to estimate the area of irregular shapes.	Estimate and compare acute, obtuse and reflex angles. Identify angles at a point and one whole turn.
Use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	Add and subtract fractions with the same denominator and denominators that are multiples of the same number.	Solve problems involving multiplication and division including scaling by simple fractions and problems	Estimate volume and capacity.	Identify angles at a point on a straight line and $\frac{1}{2}$ a turn. Identify other multiples of 90 degrees.
Recognise and use square numbers and cube numbers,			Use all four operations to solve problems involving money using decimal notation, including scaling.	Draw given angles and measure them in degrees. Identify, describe and represent the position of a shape following a reflection or translation, using the

<p>and the notation for squared and cubed.</p> <p>Recognise mixed numbers and improper fractions and convert from one form to the other.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>Compare and order fractions whose denominators are multiples of the same number.</p> <p>Recognise and can use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with 2 decimal places to the nearest whole number and 1 decimal place.</p> <p>Read, write, order and compare numbers with up to 3 decimal places. Solve problems involving numbers up to 3 decimal places.</p>		<p>involving simple rates.</p> <p>Identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.</p> <p>Multiply proper fractions and mixed numbers by whole numbers.</p> <p>Read and write decimal numbers as fractions.</p> <p>Recognise the percent symbol and understand that percent relates to 'number parts per hundred' Write percentages as a fraction with denominator hundred, and as a decimal.</p> <p>Solve problems which require knowing percentage and decimal equivalents of <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>, <math>\frac{2}{5}</math>, <math>\frac{4}{5}</math> and those fractions with a denominator or a multiple of 10 or 25.</p>		<p>appropriate language, and know that the shape has not changed.</p>
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## Year 5 – Science

Topic/Area of Study	Description	The skills developed in Science
<p><b>Autumn Term</b> Living things and their habitats</p> <p>Animals, including humans</p>	<p>In this topic pupils will learn how to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They will be taught to understand the life process of reproduction in some plants and animals.</p> <p>Pupils will learn how to describe the changes that humans go through as they develop to old age and create a timeline to indicate stages of growth in human.</p>	<p>Plan enquiries, including recognising and controlling variables where necessary.</p> <p>Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models.</p>
<p><b>Spring Term</b> Properties and changes of materials</p>	<p>In this topic pupils will learn skills to enable them to 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. They will discover that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. They will use knowledge of solids, liquids and gases to decide how mixtures might be separated and have some practical experiences of filtering, sieving and evaporating.</p> <p>Pupils will be taught to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. They will demonstrate and understand that dissolving, mixing and changes of state are reversible changes. They will also be able to 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.</p>	<p>Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions.</p> <p>Present findings in written form, displays and other presentations.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p>

<p><b>Summer Term</b> Earth and Space</p> <p>Forces</p>	<p>In this topic pupils will be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system and describe the movement of the Moon relative to the Earth. This will enable them to go on to describe the Sun, Earth and Moon as approximately spherical bodies and then use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>In this topic pupils will be taught how to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. They will go on to identify the effects of air resistance, water resistance and friction, that act between moving surfaces and be able to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
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## Year 5– History

Topic/Area of Study	Description	The skills developed through this topic
<p><b>Autumn Term</b> The Shang Dynasty of China</p>	<p>This topic will teach pupils about the achievements of the earliest civilizations and will focus on an in depth study of The Shang Dynasty of China.</p> <p>Pupils will learn when and where the Shang dynasty was in existence and features of its location. They will use archaeological evidence to draw conclusions about what life was like in the Shang dynasty and describe how the social hierarchy of the Shang dynasty was organised and what life was like for different people. They will examine some of the religious beliefs and practices of the people from the Shang dynasty and learn about the discovery, purpose and significance of oracle bones. They will find out who Fu Hao was and why the discovery of her tomb was significant.</p>	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods by learning when and where the Shang dynasty existed.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the social hierarchy and religious beliefs of the Shang dynasty by exploring what life was like for different people.</p> <p>Address and devise historically valid questions about change, cause, similarity and difference and significance by learning about the discovery, significance and purpose of oracle bones in Shang culture and about the unearthing of Lady Fu Hao’s tomb and its contents.</p> <p>Understand how our knowledge about the past is constructed from a range of sources and that different versions of past events may exist, giving some evidence for this by learning about different artefacts from the Shang dynasty and evaluating what they can teach us about life in the Shang dynasty.</p>
<p>Vikings: Raids and Invasion, including Danegeld</p>	<p>Pupils will learn about Viking raids and invasion and what was needed for a successful invasion and develop an understanding of the Viking and Anglo Saxon struggle to the time of Edward the Confessor. They will begin to understand changes in social history from the Anglo-Saxons to today, explain when and where the</p>	<p>Understand how knowledge of the past is constructed from a range of sources.</p> <p>Ask historically valid questions.</p> <p>Develop a chronologically secure knowledge and</p>

	<p>Vikings came from, why they raided Britain and why they were successful.</p> <p>Pupils will compare the significance of Anglo-Saxon kings during the Viking period. They will learn who King Ethelred II was and say when and why Danegeld was introduced. They will be able to identify and explain key aspects of Viking life and explain how the legal system worked in Anglo Saxon Britain.</p>	<p>understanding of world history, establishing clear narratives within the period studied.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Begin to understand changes in an aspect of social history from the Anglo-Saxons to today.</p>
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<p><b>Spring Term</b> Ancient Greece:</p> <ul style="list-style-type: none"> <li>• A study of Greek life and achievements and their influence on the western world.</li> <li>• The legacy of Greek culture (art, architecture or literature) on later periods of British history, including the present day.</li> </ul>	<p>This topic will teach pupils about who the Ancient Greek people were, when they lived and where and how they were able to establish their empire.</p> <p>Pupils will learn how the political system worked in Ancient Greece, investigate the legacy of Athenian Democracy and compare it with the political systems we have today. The children will also compare and contrast the modern-day Olympics with the Ancient Greek events and use their mathematical skills to present their findings in the form of a Venn diagram. They also learn about and order events from the Battle of Marathon and write in role to present the events from a specific viewpoint.</p> <p>In addition to this they will be able to identify and describe Ancient Greek religion, through research information about a variety of Greek gods and write their own Greek myth.</p> <p>Finally, they will use historical evidence to find out about the Trojan War and use the information to re-enact scenes from it.</p>	<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across periods by learning when and where the Ancient Greeks existed.</p> <p>Understand how our knowledge of the past is constructed from a range of sources.</p> <p>Ask historically valid questions.</p> <p>All children should be able to: Say when the Ancient Greek people lived and order some events from the time on a timeline. Describe some key facts about the Battle of Marathon and the Trojan War and answer questions to demonstrate their understanding. Talk about some Ancient Greek gods and know some features of Greek myths.</p>
<p><b>Summer Term</b> The Roman Empire</p>	<p>This topic will teach pupils about the impact of technology, culture and beliefs, including early Christianity and the legacy of Roman art on later periods of British history, including the present day.</p> <p>Pupils will learn what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.</p>	<p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses the Romans worshipped and about the Roman Baths.</p>

<p>The Romanisation of Britain</p>	<p>They will look at the Roman Baths and the different amenities they contained. They will explore the ways in which the Romans entertained themselves and others in the Empire by holding gladiator fights and chariot racing. They will look at Roman mosaics and try to understand why, when and how the Romans created these and their significance in Roman society.</p> <p>This topic will teach pupils about Julius Caesar’s attempted invasion in 55-54BC, the Roman Empire by AD42 and the power of its army, Boudica, and the successful invasions by Claudius and conquest, including Hadrian’s Wall.</p> <p>Pupils will learn about the spread of the Roman Empire and key facts about the invasion of Britain. They will look at why the Romans built new roads in Britain, where some of the main roads ran from and to and know how the roads were made. They will be taught about how the Roman Empire affected different people and how they felt and reacted to the changes that were being made. They will learn about Emperor Hadrian and when, how and why he built a wall.</p>	<p>Develop a chronologically secure knowledge and understanding of British and world history.</p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads and Hadrian’s Wall.</p> <p>Devise historically valid questions about change, cause, similarity and difference and significance.</p>
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## Year 5 – Geography

Topic/Area of Study	Description	The skills developed through Geography
<p><b>Autumn Term</b> <b>Maps and Compasses</b></p> <p><b>Rain Forest/deforestation</b> <b>Climate Zones</b></p>	<p>Pupils will compare historic land use maps of the UK with the present, focusing on land use. Linking with History, they will look at the types of settlements in Viking, Saxon Britain. They will locate and name the main counties and cities in England and compare two different regions in UK, one rural and one urban. They will use the eight points of a compass, four-figure grid references, symbols and keys to build their knowledge of the United Kingdom in the past and present.</p> <p>Students will use maps, atlases and globes to locate specific countries and continents.</p> <p>They will identify the location of different places in the world that different animals are found in different habitats</p> <p>and will identify why certain animals live in certain habitats.</p> <p>They will understand that the rainforest is more than just a forest and recognise ways in which living things and the environment need protection.</p> <p>They will focus on the general physical geography of the world and pupils will learn how it is divided up into climate zones and vegetation belts. Pupils will think about where certain crops can be grown and where people and animals can live.</p>	<p>To describe key aspects of physical and human geography.</p> <p>To describe geographical similarities and differences between countries.</p> <p>To ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>To use a range of resources to identify the key physical and human features of a location.</p>

<p><b>Spring Term</b> North and South America</p>	<p>Students will locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Students will compare a region in UK with a region in South America, looking at the significant differences and similarities. They will look at Fair Trade by examining the trade of bananas, looking at fair and unfair distribution of resources.</p> <p>They will undertake a project on local area Human geography including trade between UK and Europe and Rest of the World.</p>	
<p><b>Summer Term</b> Coastal erosion</p>	<p>Pupils will identify the position and significance of latitude and longitude and the Greenwich Meridian. Linking with science, pupils will look at time zones, night and day.</p> <p>They will also expand their knowledge on how a river flows and the effects rivers have on the landscape. They will investigate coastal erosion and rivers and revisit the water cycle, learning about transpiration, climate zones, biomes and vegetation belts.</p>	

## Year 5 – Spanish

Topic/Area of Study	Description	The skills developed through this topic
<b>Autumn Term</b>	<p>Pupils will start the term revising how to give basic information about themselves, extending the information they can give about their family and the numbers 1-100.</p> <p>They will learn to describe what they do in their free time, the names for clothes in Spanish and how to describe their clothes.</p> <p>They will learn about Christmas in Spain.</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>
<b>Spring Term</b>	<p>Pupils will learn how to buy clothes and how to ask the price. They will learn places in the town and about the different Spanish cities. They will learn how to ask for information in a tourist office. They will learn about Easter in Spain.</p>	<p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>
<b>Summer Term</b>	<p>Pupils will learn how to ask the way and how to give simple directions. They will produce a project on a Spanish speaking country and study some simple Spanish poems.</p>	<p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>

## Year 5 – PE

Topic/Area of Study	Description	The skills developed through PE
<b>Autumn Term</b> Multi Skills Fitness	<b>Multi Skills</b> Pupils will focus on: <ul style="list-style-type: none"> <li>• Principles of agility, balance and co-ordination.</li> <li>• Improving the ability to move and respond in a number of different ways.</li> <li>• Improving co-ordination skills of upper and lower limbs with greater accuracy and consistency.</li> </ul> <b>Fitness</b> Pupils will focus on: <ul style="list-style-type: none"> <li>• Developing knowledge and understanding of the importance of a healthy and active lifestyle.</li> <li>• Fitness testing.</li> <li>• Different methods of training to improve fitness.</li> <li>• Developing stamina and pacing skills for long distance running.</li> </ul>	Use running, jumping, throwing and catching in isolation and in combination. [SEP]  Develop flexibility, strength, technique, control and balance through athletics and gymnastics.  Develop gross and fine motor skills.  To use and apply skills with growing accuracy and consistency within competitive situations.  Demonstrate a good kinaesthetic awareness, holding shapes and moving with fluency and expression.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<b>Spring Term</b> Badminton Gymnastics	<b>Badminton</b> Pupils will focus on: <ul style="list-style-type: none"> <li>• Different types of forehand shots progressing to rallies.</li> <li>• Introducing different serving techniques.</li> <li>• Game play introducing rules and scoring.</li> </ul> <b>Gymnastics</b> Pupils will focus on: <ul style="list-style-type: none"> <li>• Advanced skills jumping, rolling, balancing, counter balance, twisting, turning, sliding and travelling.</li> <li>• Sequence work independently and progressing to partner and group work.</li> <li>• Developing skills on floor, low and high apparatus individually, with a partner developing to group work.</li> </ul>	
<b>Summer Term</b> Athletics	<b>Athletics</b> Pupils will focus on:	

Tennis	<ul style="list-style-type: none"> <li>• Developing running, throwing and jumping skills.</li> <li>• Measurement of events including times and distances.</li> <li>• Experiencing competitions.</li> </ul> <p><b>Tennis</b> Pupils will focus on:</p> <ul style="list-style-type: none"> <li>• Ground strokes and volleys.</li> <li>• Serving technique.</li> <li>• Footwork and court movement.</li> <li>• Rallies.</li> <li>• Game play introducing rules and scoring.</li> </ul>	
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## Year 5 - Games

Topic/Area of Study	Description	The skills developed through Games
<b>Autumn Term</b> Hockey Rugby Football	<p><b>Hockey</b> Pupils will focus on:</p> <ul style="list-style-type: none"> <li>• Skills incorporating passing, dribbling, tackling and shooting.</li> <li>• Tactics and strategies incorporating principles of attack and defence.</li> <li>• Game play introducing rules and scoring.</li> </ul> <p><b>Rugby</b> Pupils will focus on:</p> <ul style="list-style-type: none"> <li>• Skills incorporating passing, scoring, creating space, movement on and off the ball.</li> <li>• Tactics including principles of attack and defence.</li> <li>• Game play introducing rules and scoring.</li> </ul> <p><b>Football</b> Pupils will focus on:</p> <ul style="list-style-type: none"> <li>• Skills incorporating passing, dribbling, tackling, shooting,</li> </ul>	<p>To uphold the spirit of fair play and respect in all competitive situations.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a <sup>[1.1]</sup><sub>[SEP]</sub>team.</p> <p>Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.<sup>[1.1]</sup><sub>[SEP]</sub></p>

	<p>creating space, movement on and off the ball.</p> <ul style="list-style-type: none"> <li>• Tactics and strategies incorporating principles of attack and defence.</li> <li>• Game play introducing rules and scoring.</li> </ul>	
<p><b>Spring Term</b> Netball Rugby Football</p>	<p><b>Netball</b> Pupils will focus on:</p> <ul style="list-style-type: none"> <li>• Passing, footwork, shooting, creating space, movement on and off the ball.</li> <li>• Tactics and strategies incorporating principles of attack and defence.</li> <li>• Game play introducing rules and scoring.</li> </ul> <p><b>Rugby and Football</b></p> <ul style="list-style-type: none"> <li>• As in previous term.</li> </ul>	
<p><b>Summer Term</b> Striking and Fielding</p>	<p><b>Striking and Fielding</b> Pupils will focus on:</p> <ul style="list-style-type: none"> <li>• Throwing, catching, batting, bowling and fielding.</li> <li>• Incorporating tactics and strategies into game play.</li> <li>• Match play applying rules and scoring.</li> </ul>	

## Year 5 – Additional Subjects

### Art

Pupils will be taught:

- To produce creative work, exploring their ideas and recording their experiences.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials. For example, pencil, charcoal, paint, clay.
- About great artists, architects and designers in history.
- To develop my techniques, including the control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To evaluate and analyse creative works using the language of art, craft and design.
- About great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

**Key Vocabulary:**

Shade, tone, texture, tint, proportion, enlargement, scale.

**Techniques:**

Malleable, textile, collage, paint and digital.

**Artists and designers:**

Gustav Klimt, Andy Goldsworthy and Wassily Kandinsky.

### Computing

**How Computers Work:** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly.

**Communication and E Safety:** Use search technologies effectively and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

**Data and Information:** Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information.

**Algorithms and Programming:** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

## Design Technology

**Design:** design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

**Make:** select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

**Evaluate:** explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms such as levers, sliders, wheels and axles in their products.

## Drama

Pupils will learn to:

- Apply vocal, physical and design skills to communicate in performance.
- Develop and refine creative ideas from stimuli.
- Engage with the process of collaboration.
- Create character, roles, artefacts and designs.
- Analyse and evaluate personal contribution to the creation, development and refinement process.
- Analyse and evaluate performance, design skills and creative intentions within a performance.
- Demonstrate understanding of genre, structure, character, form, style, theatrical convention and language.
- Use drama terminology.

## Food Technology

**Food and nutrition:**

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

## Forest School

At the end of the year pupils will be able to:

- Light a fire independently in different ways (supervised).
- Cook a variety of foods on an open fire (supervised).
- Use tools to create and build, for example whittling, sawing.
- Make an advanced rope swing and ladder.
- Work through practical problems and challenges through camp building and creating a rope trail.

## Music

Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and

expression.

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

## PSHE

Self-Awareness.

Keeping safe and healthy.

Social Skills, empathy and motivation.

Skills that promote an awareness of spirituality.

Environmental awareness.

Global Citizenship.

## RE

**Buddhism:** Living as a Buddhist: devotional practices and the Middle Way.

**Christianity:** The creation story in Genesis 1; Holy Week: the last week of Jesus' life; Christianity in the local community and beyond.

**Hinduism** - Brahman, the Trimurti and creation stories; death, reincarnation and sacred places.