

PROGRESSION OF SKILLS

		Year Group 5					
		Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		The Greeks	The Greeks	North and South America London to Las Vegas	North and South America London to Las Vegas	Anglo Saxons and Vikings	Separate Space topic
Values Covered		<p><b>Wisdom</b> – history – geography – education in ancient - prominent ancient Greeks – history of medicine and democracy etc.</p> <p><b>Bravery/Self Belief</b> – through Greek Heroes – Myths and Legends</p> <p><b>Happiness</b> – Encouraging children to enjoy their learning and appreciate what they have taken from each lesson – thought bubbles.</p> <p><b>Honesty</b> – debates and sharing ideas – bubbles highlighting what we didn't know to focus learning.</p> <p><b>Kindness</b> – Olympic creed – Values needed to be an athlete</p>		<p><b>Wisdom</b> – history – origins of cities – settlements – geography – biomes – human geography – compare cities and what they produce – how natural resources have been used to shape/develop different countries/cities</p> <p><b>Bravery/Self Belief</b> – Pioneers – characters within out class books – Mya bravely going to live in a new country with a new family – Ted and Cat – solving the London Eye Mystery.</p> <p><b>Happiness</b> – Encouraging children to enjoy their learning and appreciate what they have taken from each lesson – thought bubbles – ongoing within each topic to encourage reflection and to focus progress.</p> <p>Art and music – explore and develop new skills linked to our topic.</p>		<p><b>Wisdom</b> – history – geography – How Great Britain as we know it developed – where groups of people settled and how they influenced GB today.</p> <p><b>Bravery/Self Belief</b> – through reading – Myths and Legends – Beowulf.</p> <p>Following the monarchy and how kingdoms/rulers changed over time – looking at great leaders and how moving to new countries to settle/invade would take a great deal of bravery and self-belief.</p> <p><b>Happiness</b> – Encouraging children to enjoy their learning and appreciate what they have taken from each lesson – thought bubbles.</p> <p><b>Honesty</b> – Sharing ideas – bubbles highlighting what we didn't know to focus learning.</p>	<p><b>Wisdom</b> – Planets – Solar system and how the structure of the solar system affects us on Earth – as well as other planets.</p> <p><b>Bravery/Self Belief</b> – Qualities of an astronaut – going into space – as well as looking at ancient astronomers who discussed the structure of the solar system. Pupil self-belief and bravery to attend the trip to the Space Centre.</p> <p><b>Happiness</b> – Trip – enjoy and celebrate what we have learnt to see our learning 'in action' at the museum.</p>
Concepts		<ul style="list-style-type: none"> <li>• <b>Democracy</b> – laws, governance, law and order without policing</li> <li>• <b>Republic</b></li> <li>• <b>Rulers</b></li> <li>• <b>Class system</b> -Social class, role of women and children</li> <li>• <b>City States</b></li> <li>• <b>Invasion</b> -conquering/war</li> <li>• <b>Slavery</b></li> <li>• <b>Religion</b> -impacting on daily life, pagan, not Christian</li> <li>• <b>Culture</b> Greek place in the timeline of World History/ developments eg Science, Arts, theology, democracy</li> <li>• <b>Geographical features</b> -Geography – physical – terrain, mountains, food</li> <li>• <b>Human geography</b> -settlement, trade, farming</li> <li>• <b>Ancient and modern</b> - Life without modern technology</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Earth as a sphere</b></li> <li>• <b>Weather</b></li> <li>• <b>Climate</b></li> <li>• <b>Biomes</b></li> <li>• <b>Human geography</b> -settlement, trade, farming</li> <li>• <b>President – Monarch</b></li> <li>• <b>Government</b></li> <li>• <b>Geographical features</b> -Geography – physical – terrain, mountains, food</li> <li>• <b>Life cycles</b> – <i>Animals/Plants</i> -</li> <li>• <b>Classification</b></li> <li>• <b>Balanced diet</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Democracy</b> – laws, governance, law and order – feudal law (no police)</li> <li>• <b>Being British!</b></li> <li>• <b>Monarchy</b> - types of rulers,</li> <li>• <b>Class system</b> - class system, social class, slavery, serfdom</li> <li>• <b>Invasion</b> - War, invasion/conquering, settlements – reasons for settling</li> <li>• <b>Slavery</b></li> <li>• <b>Religion</b> - Impacting on daily life, Christianity – birth of Christian Britain.</li> <li>• <b>Culture</b> Place in the timeline of World History</li> <li>• <b>Geographical features</b> -Geography – physical</li> <li>• <b>Human geography</b> -settlement, trade, farming</li> <li>• <b>Ancient and modern</b> - Life without modern technology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Exploration</b> -Discoveries – developments of knowledge about space and our place in the universe – Galileo –</li> <li>• <b>Creation</b> -theory/religious beliefs Space exploration – history</li> <li>• <b>The Universe</b> -Sun/Moon / Earth relationships</li> <li>• <b>Planets</b></li> <li>• <b>Solar System</b></li> <li>• <b>Axis</b> -Earths tilt – affecting seasons/day/night</li> <li>• <b>Orbit</b></li> <li>•</li> </ul>
Languages	Context	All about ourselves	Family and friends	School life	School life	Time travelling	Time travelling

	Skills	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✚ listen attentively to spoken language and show understanding by joining in and responding</li> <li>✚ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>✚ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>✚ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>✚ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>✚ present ideas and information orally to a range of audiences*</li> <li>✚ read carefully and show understanding of words, phrases and simple writing</li> <li>✚ appreciate stories, songs, poems and rhymes in the language</li> <li>✚ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>✚ write phrases from memory, and adapt these to create new</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✚ listen attentively to spoken language and show understanding by joining in and responding</li> <li>✚ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>✚ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>✚ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>✚ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>✚ present ideas and information orally to a range of audiences*</li> <li>✚ read carefully and show understanding of words, phrases and simple writing</li> <li>✚ appreciate stories, songs, poems and rhymes in the language</li> <li>✚ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>✚ write phrases from memory, and adapt these to create new</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✚ listen attentively to spoken language and show understanding by joining in and responding</li> <li>✚ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>✚ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>✚ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>✚ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>✚ present ideas and information orally to a</li> </ul>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✚ listen attentively to spoken language and show understanding by joining in and responding</li> <li>✚ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>✚ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>✚ speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>✚ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>✚ present ideas and information orally to a range of audiences*</li> <li>✚ read carefully and show understanding of words, phrases and simple writing</li> <li>✚ appreciate stories, songs, poems and rhymes in the language</li> <li>✚ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>✚ write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>✚ describe people, places, things and actions orally and in writing</li> </ul> <p><b>Languages – key stage 2 3</b></p> <ul style="list-style-type: none"> <li>✚ understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms, key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	
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PROGRESSION OF SKILLS

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Physical Education	Context	<p>Tag rugby</p> <p>Warm up checks – hands on heart to feel heart rate, checking breathing rate has increased.</p> <p>Checking temperature of body To understand what physical activity does to your body. (Repeated every lesson).</p> <p>Understanding of rules. Passing and moving using correct technique – backwards and sideward passes only.</p>	<p>Gymnastics</p> <p>Rolls – pencil, log, egg, teddy bear, a complete forward roll, attempt a backward role.</p> <p>Jumps – pencil, star, tuck, half turn, full turn, stag leap, cat leap, spinning leap.</p> <p>Balances – Complex point and patch balances, partner and group balances (more difficult and in larger groups) linking more complex moves together with continuity and fluidity.</p>	<p>Dance</p> <p>Dance is linked to the theme of North and South America, including the Samba (Rio carnival).</p> <p>Composing movements as a class and in small groups and as an individual.</p> <p>Tall and small movements – thinking about body position.</p>	<p>Tennis (net and wall)</p> <p>To have a full understanding of the rules of tennis and the court markings e.g. the ball can only bounce once, only hit the ball once.</p> <p>Practice the forehand shot towards a partner with one bounce. The partner to return the ball consistently (have a rally).</p> <p>Practice the backhand shot from a bouncing ball.</p> <p>Performing a volley with no bounces.</p> <p>Attempt a serve.</p>	<p>Cricket</p> <p>Striking a ball off a cricket tee towards a partner to retrieve. Striking a moving ball.</p> <p>Catching and retrieving the ball in the long barrier position.</p> <p>Using the correct bowling technique including a 3 step run up with one bounce towards the wickets and the clock face arm technique to release the ball.</p> <p>Learn the scoring system in cricket.</p>	<p>Athletics</p> <p>Throwing –Javelin - from a run up throwing a foam javelin using correct technique. Shot put - Using correct technique safely and accurately releasing the shot put. Discus - Standing still, perform a correct discus three swing action.</p> <p>Jumping – Using a long run up, taking off on one foot hit the take-off board and land on two feet. Triple jump – to perform a continuous hop, skip and jump.</p> <p>Sprinting – Using correct techniques: head still, looking forward using running arms, correct knee lift and running on the balls of their feet.</p> <p>Relay practice – Practice handing over the baton when sprinting, communicate to your teammates when you want them to go (using the commands go and hand).</p>
	Skills	<p>use running, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>Perform dances using a range of movement patterns</p> <p>Develop flexibility, balance, technique and control.</p> <p>Compare their performances with</p>	<p>Use running and jumping in isolation and in combination</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Play competitive games, modified where appropriate</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>develop flexibility, strength, technique, control and balance.</p> <p>Compare their performances with previous ones and</p>

PROGRESSION OF SKILLS

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Music	Context	Perform – perform solos or as part of an ensemble – voice or tuned instrument.  Hold a part within a round.  Learn about and compose a Gregorian chant on tuned instruments and perform to the class.	Perform - perform solos or as part of an ensemble – linked to songs for Carol Service.  Describe – describe and understand the content and context of the songs and any cultural links.  Compose – rewrite the lyrics to a well-known song.	Linked to topic Space – Holst Planet Suite project.  Perform – play a tuned instrument (glockenspiels, recorders or own instrument) to play as a class ensemble, reading from the stave.  Describe – describe the movements from the Planet Suite and evaluate Holst’s interpretation of old age, jollity, mystique, etc.	Linked to topic North and South America – native north American music and country and western jazz and big band.  Perform – play a tuned instrument (glockenspiels, recorders or own instrument) to play as a class ensemble, reading from the stave.  Read notation and perform native north American music on tuned and percussion instruments.  Perform as a class ensemble, a samba piece.	DPA WCITS – Samba Drumming	DPA WCITS – Samba Drumming
	Skills	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	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	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	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	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.	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

PROGRESSION OF SKILLS

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Religious Education	Context	Who was Jesus?	Is getting your own back OK?	Why is Easter significant to Christians?	Why do Jews celebrate Passover?	Why do we care about the planet? – links to study of Space	Why do Christians celebrate Holy Communion? Why do Muslims worship?
	Skills	<ul style="list-style-type: none"> <li>Pupils should learn about some major Christian beliefs – God creation, Jesus’ law of love</li> <li><b>Pupils should also learn about some central beliefs associated with at least one other religion</b> Islam – forgiveness, answerable to God, overcoming pride.</li> <li>Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</li> <li>Pupils should learn about Jesus of Nazareth as the founder of Christianity.</li> <li>Pupils should also have learnt about some of the miracle stories associated with Jesus, for example, the healing of the blind man and the feeding of the five thousand.</li> <li>They should also have been taught about Christian beliefs about Jesus, for example, that Jesus is not in the Christian tradition merely a prophet of God and he was not</li> </ul>	<p>Pupils should learn about Christian stories that are in the Bible. <b>The feeding of the 5,000</b> <b>The Easter story</b> <b>The Last Supper</b></p> <ul style="list-style-type: none"> <li>Pupils should also learn about Bible stories which are part of the shared Judaic-Christian tradition, for example, the <b>Moses and the Parting of the Red Sea and Passover</b></li> <li>Pupils should be encouraged to enquiry into how these stories may be interpreted and what values and beliefs they may be expressing.</li> <li><b>Pupils should also learn about stories associated with at least one other religious tradition.</b> Islam – Muhammad and the Angry Woman.</li> <li>Pupils should be encouraged to share their views and thoughts in response to any message or moral these stories may be expressing and support their views</li> </ul>	<p>Pupils should learn about Christian worship - Cross, Crucifix Easter Egg, Hot Cross bun</p> <ul style="list-style-type: none"> <li>Pupils should also learn about</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should learn about Christian festivals – Easter and Christmas.</li> <li>Pupils might explore the belief that Easter was a victory when good triumphed over evil. Pupils should also learn about <b>festivals in at least one other religious tradition – Jewish Passover.</b></li> </ul> <p>Pupils should be encouraged to share their thoughts and views in response to the beliefs that festivals often celebrate. They should be taught to support their views making use of reasons which are clear and cogent.</p> <ul style="list-style-type: none"> <li>Pupils may explore the life of a well-known person drawn from history – Martin Luther King.</li> <li>Pupils should explore in what way this person’s life and work has any direct links to Christian teaching and practice and in what ways, if any, their faith may be of help to them.</li> <li>Pupils should be encouraged to share their thoughts and views in response to what they have learnt.</li> </ul>	<p>Pupils should learn about Christian worship.</p> <p>Types of prayer like asking (petitionary) prayer may be revisited in Key Stage 2 in order to gain a deeper understanding, for example, pupils might consider different types of asking prayers and whether asking for some things might be appropriate while other things might not be – Caring about the planet/ praying for wider issues</p>	<ul style="list-style-type: none"> <li>Pupils should also learn about Holy Communion, the symbolism involved in the ceremony, the idea of a fellowship meal and the idea of Christ being present.</li> <li><b>Pupils should also learn about worship in at least one other religious tradition.</b> Islamic artefacts – Qu’ran, prayer mat, compass, head dress.</li> <li>Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship.</li> <li>They should be taught to support their views or beliefs making use of reasons which are clear and cogent.</li> </ul>

		<p>just a wise man who taught about God or that Jesus was a moral teacher who taught about what was right and wrong. Pupils should be taught about the mainstream Christian view that Jesus was God living on earth in human form</p> <ul style="list-style-type: none"> <li>✚ <b>Pupils should also learn about the leader of religion in at least one other religious tradition – Muhammad.</b> Pupils should be encouraged to share their thoughts and views in response to the beliefs held about leaders of religion. They should be taught to support their views making use of reasons which are clear and cogent.</li> <li>✚ Pupils should learn about the Bible as the holy book of Christianity.</li> <li>✚ Pupils should explore the Christian belief that the Bible is ‘holy’ and that individuals have received divine revelation or have been divinely inspired.</li> <li>✚ <b>Pupils should also learn about the holy book or scriptures associated with at least one other religion - Islam and Qu’ran, Judaism - Torah.</b></li> <li>✚ Pupils should be encouraged to share their thoughts and views in response to what they have learnt. They should be taught to support their views making use of reasons</li> </ul>	<p>with clear and cogent reasons.</p>		<p>They should be taught to support their views making use of reasons which are clear and cogent.</p>		
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PROGRESSION OF SKILLS

		which are clear and cogent				
History	Context	Ancient Greece Ancient Greece – a study of Greek life and achievements and their influence on the western world		Britain’s settlement by Anglo-Saxons and Scots.  <b>Britain’s settlement by Anglo-Saxons and Scots</b> <b>Examples (non-statutory)</b> <b>This could include:</b> ☑ 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	<a href="https://www.bbc.co.uk/education/topics/zxsbc dm">https://www.bbc.co.uk/education/topics/zxsbc dm</a>	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  <b>Examples (non-statutory)</b> 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
	Skills	Pupils should continue to develop:  <ul style="list-style-type: none"> <li>✚ A chronologically secure knowledge and understanding of British and world history</li> <li>✚ Establishing clear narratives within and across the periods they study.</li> <li>✚ They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>✚ They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>✚ They should understand how our knowledge of the past is constructed from a range of sources– Primary and secondary i.e. artefacts, diaries, letters, newspaper articles.</li> </ul>				
Geography	Context	Study modern day Greece	North America	South America		Names of towns in England  Linked to History - Vikings
	Skills	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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	North America understand geographical similarities and differences through the study of human and physical geography of a region of a	South America <ul style="list-style-type: none"> <li>✚ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> <li>✚ human geography, including: types of settlement and land use, economic activity including</li> </ul>	human geography, including: types of settlement	

PROGRESSION OF SKILLS

			European country, and a region within North or South America use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	trade links, and the distribution of natural resources including energy, food, minerals and water use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
Design and Technology	Context		Design a Greek Toy	Make burgers		Sewing - linked to Viking studies – design and decorate and make a ‘money pouch’ Linked to Anglo Saxon jewellery – making brooches and necklaces
	Skills	<ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> <li>understand and use mechanical systems in their products [cams, levers and linkages]</li> </ul>	<ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</li> <li>investigate and analyse a range of existing products <b>(taste testing burgers)</b></li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world –<b>( Planet Hollywood McDonalds )</b></li> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed - Burgers</li> </ul>	<ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world <b>history of peter carl faberge</b></li> </ul>		

PROGRESSION OF SKILLS

Computing	Context	<p><b>Word</b> Copy and pasting; formatting images and Word art and textboxes; opening, saving and printing from both PCs and netbooks; use of gridlines to arrange content</p> <p><b>Coding: Purple Mash (Gorilla)</b> <b>New vocab/coding focus: Variables</b> (all but <i>Feed the Duck</i> cover variables)</p> <p><b>How the Internet Works/Search Engines</b></p>	<p><b>Word</b> Copy and pasting; formatting images and Word art and textboxes; opening, saving and printing from both PCs and netbooks; use of gridlines to arrange content</p> <p><b>Coding: Purple Mash (Gorilla)</b> <b>New vocab/coding focus: Variables</b> (all but <i>Feed the Duck</i> cover variables)</p> <p><b>How the Internet Works/Search Engines</b></p>	<p><b>Coding: Scratch</b> <b>New vocab/coding focus: Variables</b></p> <p>Begin to explain their coding – why does it work? What did they have to fix? Spoken and some written evaluations.</p>	<p><b>Word /J2E skills</b> Copy and pasting; formatting images and Word art and textboxes; opening, saving and printing from both PCs and netbooks; use of gridlines to arrange content. J2e – upload onto school Blog (J2Webby)</p> <p><b>Evaluating Digital Content - Tree Octopus</b> <a href="http://www.bbc.co.uk/education/clips/zqw6pv4">http://www.bbc.co.uk/education/clips/zqw6pv4</a></p> <p>PoS: be discerning in evaluating digital content</p> <p><b>Pop Art – digital art</b></p>	<p><b>J2Bloggy</b> Learn about blogging and set up their own, personal blog.</p> <ul style="list-style-type: none"> <li>Personalising the blog</li> <li>adding media</li> <li>adding images</li> <li>adding posts and comments</li> <li>inviting others</li> <li>appropriate comments on others' blogs (e-safety)</li> </ul> <p><b>Pop Art – digital art</b> Linked to Art study – Andy Warhol and Roy Lichtenstein</p>	<b>J2Bloggy</b>
	Skills	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables</li> <li>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</li> <li>use search technologies effectively,</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (safe searching and responsible blogging).</li> </ul>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables</li> <li>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</li> <li>use search technologies effectively,</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (safe searching and responsible blogging).</li> </ul>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in programs; work with variables</li> </ul>	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<ul style="list-style-type: none"> <li>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 (PowerPoint and J2E Blogging), systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>	<ul style="list-style-type: none"> <li>use search technologies effectively,</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (safe searching and responsible blogging).</li> </ul>
Art and design	Context		Greek pottery – linked to History studies		Pop Art – Andy Warhol, Ray Lichtenstein- still life – links to		Viking inspired art and designs

PROGRESSION OF SKILLS

					Geography North and South America		
	Skills		<ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials <b>portraiture (clay tiles)</b> [for example, pencil, charcoal, paint, clay]</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> </ul>		<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>Observational drawings of everyday objects – tone and perspective</li> <li>Collage images of everyday objects</li> <li>about great artists and designers in history <b>pop art - Ray Lichtenstein, Andy Warhol –</b></li> </ul>		<ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>Use water colours to paint their designs and colour mixing</li> <li><b>lino/line/press printing linked with History and Viking patterns</b></li> </ul>
Science	Context	Changes of state		Plants and animals		Space	
	Skills		<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of</li> </ul>	<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables,</li> </ul>		<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>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</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>

			<p>and degree of trust in results, in oral and written forms such as displays and other presentations</p> <ul style="list-style-type: none"> <li>✚ identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>✚ 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</li> <li>✚ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>✚ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>✚ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>✚ demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>✚ 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</li> </ul>	<p>scatter graphs, bar and line graphs</p> <ul style="list-style-type: none"> <li>✚ using test results to make predictions to set up further comparative and fair tests</li> <li>✚ 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</li> <li>✚ identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>✚ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>✚ describe the life process of reproduction in some plants and animals.</li> <li>✚ describe the changes as humans develop to old age.</li> <li>✚</li> </ul>			
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PROGRESSION OF SKILLS

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