Year Group 5

Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**The Greeks** A history based topic exploring life within ancient Greece and how various city states interacted with each other. Brief link to Geography, to compare ancient Greece to life within modern Greece, exploring tourism, climate and the economy.		**London to Las Vegas** A geography based topic exploring the American and European continents/oceans and world biomes/climates. The children will also investigate how the physical geography impacts the human geography/settlements which develop.		**Anglo Saxons and Vikings** A history based topic exploring why Anglo Saxons and Vikings settled within Great Britain, and investigating their influence.	**Space** A science based topic exploring Space, planets, the Sun and the moon.
Concepts and Knowledge	**Democracy**, laws, governance, law and order without policing, **Republic, Rulers, Class system** -Social class, role of women and children **City States, Invasion** -conquering/war**, Slavery Religion** -impacting on daily life, pagan, not Christian **Culture,** Greek place in the timeline of World History/ developments e.g. Science, Arts, theology, democracy **Geographical features** -Geography – physical – terrain, mountains, food**, Human geography** -settlement, trade, farming**, Ancient and modern** - Life without modern technology		**Earth as a sphere, Weather, Climate, Biomes Human geography** -settlement, trade, farming **President – Monarch, Government, Geographical features** -Geography – physical – terrain, mountains, food**, Life cycles** Animals/Plants, **Classification Balanced diet**		**Democracy -**laws, governance, law and order – feudal law (no police) **Being British, Monarchy** types of rulers, **Class system** class system, social class, slavery, serfdom **Invasion** War, invasion/conquering, settlements – reasons for settling**, Slavery Religion** Impacting on daily life, Christianity – birth of Christian Britain. **Culture** Place in the timeline of World History **Geographical features** - Geography – physical **Human geography** -settlement, trade, farming**, Ancient and modern** - Life without modern technology	**Exploration**-Discoveries – developments of knowledge about space and our place in the universe – Galileo – **Creation** -theory/religious beliefs Space exploration – history **The Universe** -Sun/Moon / Earth relationships**, Planets, Solar System, Axis** -Earths tilt – affecting seasons/day/night**, Orbit**
Values: Honesty Wisdom Kindness Happiness Bravery Self-Belief	**Honesty** Self-Assessment throughout our evaluations of D.T. (Moving Toys), English work (Self and Peer Assessment) **Wisdom** Topic work focussing upon Democracy and the class systems in place within Ancient Greece, exploration of Philosophers of Ancient Greece, development of skills in our D.T. projects, English work writing legends/myths.		**Kindness** Peer feedback, through our P.E. (line dancing), Art Work (Pop Art) and by us exploring ways to be kinder to the planet (investigating biomes/different climates in detail) **Happiness** Making jewellery and developing our D.T. and Art skills, gaining understanding of the Anglo Saxon/Viking origins within Britain /names of places.		**Bravery** Space Centre Trip – overnight stay **Self-Belief** Look at achievements throughout the year and review what you have succeeded in.	

PROGRESSION OF SKILLS

Languages

Context	Salut! Unit J On Holiday (Unité J — En vacances) **Lesson 1: Where are you going on holiday?**/*Où vas-tu en vacances?* **Lesson 2: Where are you staying?/** *Tu loges où*? **Lesson 3: At the zoo**/*Au zoo* **Lesson 4: At the beach**/*À la plage* **Lesson 5: At the theme park**/*Au parc d'attractions* **Lesson 6: The theme park**/*Le parc d'attractions*	Salut! Unit K Eating Out (Unité K — Sortir diner) **Lesson 1: I'm ordering a drink**/*Je commande une boisson* **Lesson 2: At the ice cream shop**/ *Chez le glacier* **Lesson 3: At the market**/*Au marché* **Lesson 4: At the restaurant**/*Au restaurant* **Lesson 5: I'll have.../** *Je prends...* **Lesson 6: A fly in the orange juice**/ *Une mouche dans le jus d'orange*	Salut! Unit L Hobbies (Unité L — Les passe-temps) **Lesson 1: My hobbies**/ *Mes passe temps* **Lesson 2: Music**/*La musique* **Lesson 3: Musical instruments**/*instruments de musique* **Lesson 4: The weekend**/*Le weekend* **Lesson 5: Films**/*Les films* **Lesson 6: Étienne's new friend**/*La nouvelle amie d'Étienne*	Salut! Unit M A School Trip (Unité M — Une excursion scolaire) **Lesson 1: The wheels on the bus/** *Les roues du bus* **Lesson 2: On the way**/*En route* **Lesson 3: Through the window**/*travers la vitre* **Lesson 4: At the museum** /*musée* **Lesson 5: In the countryside**/*À la campagne* **Lesson 6: A trip to the museum**/*Une excursion au musée*	Salut! Unit N Seasons (Unité N — Les saisons) **Lesson 1: The seasons**/*Les saisons* **Lesson 2: Spring and summer**/*Le printemps et l'été* **Lesson 3: Autumn and winter**/*L'automne et l'hiver* **Lesson 4: The date**/ La date **Lesson 5: Arts and crafts/***Travaux manuels* **Lesson 6: Make a Chinese lantern**/ *Faire un lampion chinois*	Salut! Unit O The Environment (Unité O — L'environnement) **Lesson 1: The weather**/*Le temps* **Lesson 2: The pond**/: *L'étang* **Lesson 3: The garden**/*Le Jardin* **Lesson 4: In the garden**/*Dans le Jardin* **Lesson 5: Rubbish**/*Les ordures* **Lesson 6: Problems in the pond**/ *Les problèmes dans l'étang*
Aims	The national curriculum for languages aims to ensure that all pupils: • understand and respond to spoken and written language from a variety of authentic sources • speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation • can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt • discover and develop an appreciation of a range of writing in the language studied					
Key vocabulary	• More countries • Holiday accommodation • Vocabulary associated with the zoo, beach and theme park • Using the perfect past tense **Lesson 1: Where are you going on holiday?**/*Où vas-tu en vacances?* *en France* (f) to France *en Espagne* (f) to Spain *en Italie* (f) to Italy *en Allemagne* (f) to Germany *en Grèce* (f) to Greece *aux États Unis* (m) to America *en Chine* (f) to China *au pays de Galles* (m) to Wales Question and Answer:	• Asking for items in a shop or restaurant • Asking how much things cost • Some basic weights • How to order for others in a restaurant **Lesson 1: I'm ordering a drink**/*Je commande une boisson* *un café* a coffee *un thé* a tea *un chocolat chaud* a hot chocolate *un jus d'orange* an orange juice *une limonade* a lemonade *un coca* a cola *une eau minérale* a mineral water	• Naming hobbies • Talking about types of music and giving a variety of opinions • Saying what musical instruments they play • Talking about different types of film **Lesson 1: My hobbies**/ *Mes passe temps* *le sport* sport *la musique* music *la natation* swimming *le cyclisme* cycling *la lecture* reading *les jeux vidéo* (m) video games *j'adore* I love *je déteste* I hate Question and Answer:	• The perfect past tense • The future tense • Some common verbs • Vocabulary associated with a trip to a museum and the countryside. **Lesson 1: The wheels on the bus/** *Les roues du bus* *le bus* the bus *les roues* (f) the wheels *le moteur* the engine *le klaxon* the horn *le bébé* the baby *les gens* (m) the people *tournent* turn *les essuie-glaces* (m) the windscreen wipers Question and Answer: *Qu'est-ce que tu entends?*	• The names of seasons • Talking about seasonal activities • Saying the date and when their birthday is • Naming craft materials • Following craft instructions **Lesson 1: The seasons**/*Les saisons* *une semaine* a week *un mois* a month *une année* a year *le printemps* spring *l'été* (m) summer *l'automne* (m) autumn *l'hiver* (m) winter Question and Answer: *Qu'est-ce que c'est?* What is it? *C'est…* It's…	• Saying what the weather is like • Naming garden creatures • Talking about garden activities • Talking about recycling **Lesson 1: The weather**/*Le temps* *Il pleut.* It's raining. *Il neige.* It's snowing. *Il y a du soleil.* It's sunny. *Il y a du vent.* It's windy. *Il fait chaud.* It's hot. *Il fait froid.* It's cold. Question and Answer: *Quel temps fait-il?* What is the weather like? *Various responses…*

Où vas-tu en vacances?
Where are you going on holiday?
Je vais en/au/aux... I'm going to...

Lesson 2: Where are you staying?/ *Tu loges où*?
une tente a tent
un hôtel a hotel
un appartement an apartment
un gîte a gîte
une ferme a farm
une caravane a caravan
un camping-car a campervan
une station de ski a ski resort
une auberge de jeunesse a youth hostel
Question and Answer 1:
Tu loges où?
Where are you staying?
Dans… In…
Question and Answer 2:
Qu'est-ce que tu fais pendant les vacances?
What are you doing during the holidays?
Je passe … semaine(s) dans …
I'm spending … week(s) in …

Lesson 3: At the zoo/*Au zoo*
un tigre a tiger
une girafe a giraffe
un éléphant an elephant
un pingouin a penguin
un singe a monkey
un rhinocéros a rhinoceros
un lion a lion
un ours a bear
un perroquet a parrot
Question and Answer 1:
Qu'est-ce que tu as vu au zoo?
What did you see at the zoo?
J'ai vu... I saw...
Question and Answer 2:
Quel est ton animal préféré au zoo?
What is your favourite animal at the zoo?
Mon animal préféré est…
My favourite animal is…

Lesson 4: At the beach/*À la plage*
un crabe a crab
du sable (m) some sand

Question and Answer:
Qu'est-ce que vous désirez? *What would you like?*
Je voudrais… I would like…

Lesson 2: At the ice cream shop/ *Chez le glacier*
une boule one scoop
deux boules two scoops
une glace au chocolat a chocolate ice cream
une glace au caramel a caramel ice cream
une glace à la fraise a strawberry ice cream
une glace à la vanille a vanilla ice cream
une glace à la framboise a raspberry ice cream
une glace à la menthe a mint ice cream
une glace à la banane a banana ice cream
Question and Answer 1:
Qu'est-ce que vous désirez?
What would you like?
Je voudrais… I would like…
Question and Answer 2:
Combien coûte une glace…?
How much does a … ice cream cost?
Ça coûte… It costs…

Lesson 3: At the market/*Au marché*
des tomates (f) tomatoes
des champignons (m) mushrooms
des fraises (f) strawberries
un kilo a kilo
un demi-kilo half a kilo
cent grammes one hundred grams
deux cents grammes two hundred grams
une barquette a punnet
un sac a bag
Question and Answer 1:
Qu'est-ce que vous désirez?
What would you like?
Je voudrais… I would like…
Question and Answer 2:
De quoi avez-vous besoin?

Tu aimes …? Do you like…?
Oui, j'adore / j'aime…
Yes, I love / I like…
Non, je n'aime pas / je déteste…
No, I don't like / I hate…

Lesson 2: Music/*La musique*
a musique classique classical music
la musique pop pop music
la musique folk folk music
la musique rock rock music
C'est nul! It's rubbish!
C'est super! It's great!
C'est ennuyeux! It's boring!
C'est énervant! It's annoying!
C'est entraînant! It's catchy!
Question and Answer 1:
Tu aimes la musique …?
Do you like … music?
Oui / Non, c'est…
Yes / No, it's…
Question and Answer 2:
Tu aimes la musique …?
Do you like … music?
Oui, j'aime la musique … (mais je préfère la musique …).
Yes, I like … music (but I prefer … music).

Lesson 3: Musical instruments/*instruments de musique*
la batterie the drums
le piano the piano
la guitare the guitar
le saxophone the saxophone
le violon the violin
la clarinette the clarinet
la trompette the trumpet
la flûte the flute
Question and Answer 1:
Qu'est-ce que c'est?
What is it?
C'est... It's...
Question and Answer 2:
Tu joues d'un instrument de musique?
Do you play a musical instrument?
Non, je ne joue pas d'instrument de musique.
No, I don't play a musical instrument.
Oui, je joue…
Yes, I play…

What do you hear?
J'entends…
I hear…

Lesson 2: On the way/*En route*
chanter to sing
dormir to sleep
lire to read
rêver to daydream
jouer aux jeux vidéos to play video games
manger des bonbons to eat sweets
bavarder avec mes amis to chat with my friends
écouter de la musique to listen to music
Question and Answer 1:
Qu'est-ce que tu aimes faire dans le bus?
What do you like to do on the bus?
J'aime… I like…
Question and Answer 2:
Qu'est-ce que tu voudrais faire pendant le voyage?
What would you like to do during the journey?
Je voudrais…
I would like to…

Lesson 3: Through the window/*travers la vitre*
un arbre a tree
un oiseau a bird
une ville a town
un moulin a windmill
une vache a cow
un feu tricolore traffic lights
un camion a lorry
une cabine téléphonique a phone box
une boîte aux lettres a post box
Question and Answer 1:
Qu'est-ce que tu vois?
What do you see?
Je vois... I can see...
Question and Answer 2:
Tu as vu combien de … / d'…?
How many … did you see?
J'ai vu… I saw…

Lesson 4: At the museum /*musée*
une momie a mummy

Lesson 2: Spring and summer/*Le printemps et l'été*
manger des œufs de Pâques to eat Easter eggs
caresser les agneaux to stroke the lambs
voir les jonquilles to see the daffodils
aller à la plage to go to the beach
jouer au parc to play in the park
manger une glace to eat an ice cream
faire des pique-niques to have picnics
Question and Answer 1:
Pourquoi tu aimes le printemps / l'été?
Why do you like spring / summer?
Parce que j'aime…
Because I like…
Question and Answer 2:
Qu'est-ce que tu peux faire au printemps / en été?
What can you do in spring / summer?
Je peux… I can…

Lesson 3: Autumn and winter/*L'automne et l'hiver*
une châtaigne a chestnut
des feuilles rouges (f) red leaves
une citrouille a pumpkin
une boule de neige a snowball
un renne a reindeer
un flocon de neige a snowflake
un sapin de Noël a Christmas tree
un cadeau a present
un bonhomme de neige a snowman
Question and Answer 1:
Qu'est-ce que c'est?
What is it?
C'est / Ce sont… It's / They're…
Question and Answer 2:
Qu'est-ce que tu peux voir en automne / en hiver?
What can you see in autumn / winter?
Je peux voir… I can see…

Lesson 2: The pond/: *L'étang*
une grenouille a frog
un crapaud a toad
une libellule a dragonfly
un poisson a fish
un cygne a swan
un étang a pond
un triton a newt
Question and Answer 1:
Qu'est-ce qu'il y a dans l'étang?
What is there in the pond?
Il y a… There's…
Question and Answer 2:
Qui habite dans l'étang?
Who lives in the pond?
… habite dans l'étang.
… lives in the pond.

Lesson 3: The garden/*Le Jardin*
un hérisson a hedgehog
une limace a slug
un renard a fox
une souris a mouse
une chenille a caterpillar
un oiseau a bird
une araignée a spider
une mouche a fly
Question and Answer 1:
Qu'est-ce qu'il y a dans le jardin?
What is there in the garden?
Il y a… There's …
Question and Answer 2:
… mange qui?
Who does … eat?
… mange… … eats…

Lesson 4: In the garden/*Dans le Jardin*
jouer au foot to play football
jouer au badminton to play badminton
lire to read
ramasser des insects to collect insects
jouer dans le bac à sable to play in the sandpit
jouer avec mes animaux to play with my pets
arroser les plantes to water the plants
planter des arbres to plant trees

un bateau a boat
un requin a shark
une glace an ice cream
des vagues (f) some waves
un surfeur a surfer
un château de sable a sandcastle
une mouette a seagull
Question and Answer 1:
Qu'est-ce qu'il y a à la plage?
What is there at the beach?
Il y a… There is/are...
Question and Answer 2:
Combien de … as-tu vu à la plage?
How many … did you see at the beach?
J'ai vu… I saw…

Lesson 5: At the theme park/*Au parc d'attractions*
un parc d'attractions a theme park
une grande roue a big wheel
des montagnes russes (f) a rollercoaster
un train fantôme a ghost train
un manège a carousel
de la barbe à papa some candy floss
une maison hantée a haunted house
un bateau pirate a pirate ship
un toboggan aquatique a water slide

un pédalo a pedalo
Question and Answer 1:
Qu'est-ce qu'il y a au parc d'attractions?
What is there at the theme park
Il y a… There is/are…
Question and Answer 2:
Qu'est-ce que tu as pris au parc d'attractions?

Lesson 6: The theme park/*Le parc d'attractions*
les papis (m) grandpas
d'abord firstly
ennuyeux boring
horrible horrible
on a mangé we ate

What do you need?
J'ai besoin de… / J'ai besoin d'…
I need…

Lesson 4: At the restaurant/*Au restaurant*
un restaurant a restaurant
un café a café
une table pour deux personnes a table for two people
une table pour quatre personnes a table for four people
une carte a menu
un serveur a waiter
une serveuse a waitress
l'addition (f) the bill
Bon appétit! Enjoy your meal!
Question and Answer 1:
Qu'est-ce que c'est?
What is it?
C'est… It's…
Question and Answer 2:
Vous désirez une table pour … personne(s)?
Would you like a table for…?
Oui, merci beaucoup.
Yes, thank you very much.
Non, je voudrais une table pour … personne(s) s'il vous plaît.
No, I'd like a table for … please.

Lesson 5: I'll have.../ *Je prends...*
une entrée a starter
un plat principal a main course
un dessert a dessert
une boisson a drink
la soupe the soup
la pizza the pizza
le gâteau the cake
un jus d'orange an orange juice
Question and Answer 1:
Qu'est-ce que vous prenez comme…?
What are you having for your…?
Je prends… I'll have…
Question and Answer 2:
Qu'est-ce qu'il prend comme…?
What is he having for his…?
Qu'est-ce qu'elle prend comme…?
What is she having for her…?

Lesson 4: The weekend/*Le weekend*
Je regarde la télé. I watch TV.
Je joue aux jeux vidéo. I play video games.
Je téléphone à mes amis. I call my friends.
Je vais au parc. I go to the park.
Je vais au cinéma. I go to the cinema.
Je fais du trampoline. I go on the trampoline.
Je surfe sur le net. I surf the internet.
Je joue aux jeux de société. I play board games.
Question and Answer 1:
Qu'est-ce que tu fais le weekend?
What do you do at the weekend?
Various responses…
Question and Answer 2:
Qu'est-ce que tu aimes faire le weekend?
What do you like to do at the weekend?
Qu'est-ce que tu n'aimes pas faire le weekend?
What do you not like to do at the weekend?
J'aime… I like…
Je n'aime pas… I don't like…

Lesson 5: Films/*Les films*
un film a film
un film d'action an action film
un film comique a comedy film
un film romantique a romantic film
un film d'horreur a horror film
un film d'aventures an adventure film
un dessin animé a cartoon

Question and Answer 1:
Tu aimes…? Do you like…?
Oui, j'aime… Yes, I like…
Non, je n'aime pas… No, I don't like…
Question and Answer 2:
Tu veux regarder…? Do you want to watch…?
Oui, je veux regarder… Yes, I want to watch…

des os (m) *de dinosaure* some dinosaur bones
des bijoux anciens (m) some ancient jewellery
une billetterie a ticket office
une peinture a painting
des pièces en or (f) some gold coins
une armure complète a suit of armour
Question and Answer 1:
Qu'est-ce qu'il y a au musée?
What is there at the museum?
Il y a… There's… / There are…
Question and Answer 2:
Tu préfères quelle exposition?
Which exhibition do you prefer?
Je préfère… I prefer…

Lesson 5: In the countryside/*À la campagne*
nager to swim
dessiner to draw
jouer à la balle to play catch
faire du cheval to ride a horse
faire un pique-nique to have a picnic
nourrir un agneau to feed a lamb
ramasser des feuilles to collect leaves
ramasser des mûres to collect blackberries
Question and Answer 1:
Qu'est-ce que tu aimes faire à la campagne?
What do you like to do in the countryside?
J'aime… I like...
Question and Answer 2:
Qu'est-ce que tu vas faire à la

Lesson 6: A trip to the museum/*Une excursion au musée*
un cercueil a coffin
une voix a voice
une reine riche a rich queen
les élèves the pupils
bienvenue welcome
elle porte she is wearing
je tombe I fall
je regarde I look
quelqu'un crie mon nom someone shouts my name

Lesson 4: The date/ La date
janvier January
février February
mars March
avril April
mai May
juin June
juillet July
août August
septembre September
octobre October
novembre November
décembre December
le premier the first
Question and Answer 1:
Quelle est la date de ton anniversaire?
When is your birthday?
C'est le… It's the…
Question and Answer 2:
Quelle est la date d'aujourd'hui?
What is the date today?
On est le… It's the…

Lesson 5: Arts and crafts/*Travaux manuels*
un lampion a lantern
une feuille A4 a sheet of A4 paper
des feutres (m) some felt-tip pens
un crayon a pencil
une règle a ruler
du ruban adhésif some sticky tape
des ciseaux (m) some scissors
un cadeau a present
une poignée a handle
Question and Answer 1:
Qu'est-ce que c'est?
What is it?
C'est / Ce sont… It's / They're…
Question and Answer 2:
Qu'est-ce que tu voudrais?
What would you like?
Je voudrais… I would like…

Lesson 6: Make a Chinese lantern/ *Faire un lampion chinois*
l'étape step
plier to fold
couper to cut
tracer to draw
décorer to decorate
attacher to attach

Question and Answer 1:
Qu'est-ce que tu aimes faire dans le jardin?
What do you like to do in the garden?
J'aime… I like…
Question and Answer 2:
Qu'est-ce que tu n'aimes pas faire dans le jardin?
What don't you like to do in the garden?
Je n'aime pas… I don't like…

Lesson 5: Rubbish/*Les ordures*
un journal a newspaper
un bocal en verre a glass jar
un carton à céréales a cereal box
un pot à yaourt a yoghurt pot
une boîte vide an empty tin
une canette à soda a drinks can
une bouteille en plastique a plastic bottle
la poubelle à recyclage the recycling bin
Question and Answer 1:
Qu'est-ce que c'est?
What is it?
C'est… It's…
Question and Answer 2:
Qu'est-ce que tu jettes dans la poubelle à recyclage?
What are you throwing into the recycling bin?
Je jette… I'm throwing…

Lesson 6: Problems in the pond/ *Les problèmes dans l'étang*
un bateau a boat
un homme a man
tout le monde everyone
seul alone
mordiller to nibble
chercher to look for
s'échapper to escape
un sac d'ordures a bag of rubbish
ramasser to pick up / to collect

		Il prend… He'll have… *Elle prend…* She'll have… **Lesson 6: A fly in the orange juice/** *Une mouche dans le jus d'orange* *une mouche* a fly *une chenille* a caterpillar *un ver* a worm *des petites bêtes* minibeasts *déçu* disappointed *se souvenir* to remember *expliquer* to explain *manger* to eat *le dessert du jour* the dessert of the day	*Non, je ne veux pas regarder…* No, I don't want to watch… **Lesson 6: Étienne's new friend**/*La nouvelle amie d'Étienne* *une fille* a girl *un sourire* a smile *la lune* the moon *mon chat* my cat *mon voisin* my neighbour *triste* sad *penser* to think *un parc d'attractions* a theme park *une combinaison spatiale* a space suit		*en haut* at the top *en bas* at the bottom	
National Curriculum	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
listen attentively to spoken language and show understanding by joining in and responding	Through the further development of the language, children can: • understand the main points, including simple opinions, from a short spoken passage that contains some unfamiliar language.					
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Children can: • use knowledge of French phonics to spell new vocabulary with increasing accuracy. • read and pronounce unfamiliar words accurately using their knowledge of French phonics – reinforced with the program where needed. • use their knowledge of French phonics to explore new, increasingly complex vocabulary linked to the units we are exploring within the program.					
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help	Children can: • join in with short continuous conversations, including giving their own opinions – as modelled by the program, and using vocabulary they have explored throughout the unit. • express their opinions using complex sentences.					
speak in sentences, using familiar vocabulary, phrases and basic language structures	• Children can adapt familiar sentences, changing a few words, and for example, applying their own choices or items etc. using the vocabulary they have explored in detail within their unit, using the program.					
develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	• Children can read aloud unfamiliar words and phrases applying their knowledge of French phonics, to pronounce them accurately.					
present ideas and information orally to a range of audiences			Children can prepare a short talk on a familiar subject and present it clearly and confidently linked to their topic – and using vocabulary/support from the program. **film, music, sport**	Children can prepare a short talk on a familiar subject and present it clearly and confidently linked to their topic – and using vocabulary/support from the program. **school trip**		Children can prepare a short talk on a familiar subject and present it clearly and confidently linked to their topic – and using vocabulary/support from the program. **Weather report**
read carefully and show understanding of words, phrases and simple writing	Children can use the program for modelling in order to: • understand the main points from a short written text, which contains some unfamiliar language.					
appreciate stories, songs, poems and rhymes in the language	Children can: • Understand the main points from a spoken story (as modelled within the program) or poem, which contains some unfamiliar language. • sing familiar songs clearly and confidently, using vocabulary they have gathered from within their unit accurately.					

PROGRESSION OF SKILLS

<table>
<tr><td></td><td colspan="6">• Read aloud a short story containing familiar language, clearly and with some expression.</td></tr>
<tr><td>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</td><td colspan="6">Children can:
• write several sentences from memory
• adapt familiar written sentences by changing a few key words which have been explored within the unit.</td></tr>
<tr><td>describe people, places, things and actions orally* and in writing</td><td>Children can:
• describe what other people do, or like doing,
• write several sentences from memory to describe what other people do, or like doing,
• write several sentences from memory to describe a place, person or thing,</td><td>Children can:
• write several sentences from memory to describe a place, person or thing,</td><td>Children can:
• prepare or present a short talk about a place, person or thing film, music, sport
• describe what other people do, or like doing,
• write several sentences from memory to describe what other people do, or like doing,
• write several sentences from memory to describe a place, person or thing,</td><td>Children can:
• prepare or present a short talk about a place, person or thing school trip,
• describe what other people do, or like doing,
• write several sentences from memory to describe what other people do, or like doing,
• write several sentences from memory to describe a place, person or thing,</td><td>Children can:
• describe what other people do, or like doing,
• write several sentences from memory to describe what other people do, or like doing,</td><td>Children can:
• prepare or present a short talk about a place, person or thing weather report,
• write several sentences from memory to describe what other people do, or like doing,</td></tr>
<tr><td>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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.</td><td colspan="6">Children can:
• begin to understand the difference between ‘le/la’ and ‘un/une’ in spoken French.
• begin to understand the difference between ‘mon/ma/mes’ in spoken French.
• begin to use either ‘le/la’ or ‘un/une’ appropriately.
• begin to use the third person singular form of the present tense to describe what others are doing e.g. ‘il/elle danse’.
• begin to use the second person singular form of the present tense to ask questions.e.g ‘tu aimes les pommes?’
• begin to use what I have learnt about the structure of sentences to build new ones using the same model.
• begin to understand the difference between ‘le/la’ and ‘un/une’ in written French.
• begin to recognise the meaning of ‘mon/ma/mes’
• begin to recognise that some nouns have irregular plurals.
• begin to recognise that adjectives’ endings often change to match the noun they’re describing
• begin to use the correct article to match the gender of the noun. – prompts
• begin to write the correct form of some common verbs in the third person singular e.g. ‘ill/elle a’
• begin to recognise some simple sentence structures that differ from English in my writing.</td></tr>
</table>

Physical Education

Context	**Tag rugby** **Cross Country**	**Dance** **Netball**	**Gymnastics** **Badminton**	**Football** **Tennis** .	**Rounders** **Orienteering**	**Athletics** **Cricket**
Aims	The national curriculum for physical education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives.					
Key Vocabulary	**Tag Rugby:** start, finish, competition, teamwork, co-operation, discussion, agility, **Cross Country:** distance, pace, breathing, heart rate,	**Dance**: agility, flexibility, co-ordination, movements, **Netball:** teamwork, co-operation, discussion, footwork, passing.	**Gymnastics**: discussion, agility, balance, co-ordination, flexibility, different levels, **Badminton**: competition, co-operation, footwork, serve, backhand, forehand, hand eye coordination.	**Football**: start, finish, competition, teamwork, co-operation, discussion, agility, **Tennis:** competition, co-operation, footwork, serve, backhand, forehand, hand eye coordination.	**Rounders**: start, finish, competition, teamwork, co-operation, discussion, agility, **Orienteering**: map, symbol, key, course, start, finish, control card, marker	**Athletics**: start, finish, relay, competition **Cricket:** start, finish, competition, teamwork, co-operation
National Curriculum	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.						
use running, jumping, throwing and catching in isolation and in combination	**Tag Rugby -** Children attempt to choose effective passes for short or long distance. Children learn combinations of the passes – (overhead, side or backwards rugby pass) Children develop sprinting technique. Be able to distribute weight when running (dodging/ avoidance) Warm up checks – hands on heart to	**Netball -** Children attempt to choose effective passes for short or long distance. Children learn combinations of the passes – chest, bounce, shoulder) Children develop sprinting technique. Be able to distribute weight when running (dodging/ avoidance) Children to improve passing/catching and reaction skills, children to improve a variety of passes linking skills to game play – chest pass, bounce pass and shoulder pass.	**Gymnastics –** Continue to secure the range of all jumps taught including attempting a spinning leaps.	**Football -** Children to choose effective passes for short or long distance. Children learn to dribble with the ball effectively. Skills to include: Children to develop control, confidence and turns when dribbling, develop the ability to change speed and direction. Explore the basics of passing and stopping the ball and develop shooting technique against an opponent. Children to develop ambidexterity in both feet when shooting and their ability to apply defensive technique it game scenarios.	**Rounders -** Choose whether to throw underarm (for short distances) and overarm (for long distances). Children to run around the bases and when fielding to catch/retrieve the ball. Children to develop ability to throw and catch the ball with accuracy, throw the ball quickly and confidently, anticipating the pathway/direction of the ball to retrieve it. Children to develop ability to return the ball quickly and accurately. Children to develop ability to bowl the ball, using the correct technique with confidence and accuracy and apply understanding in practice and a game situation.	**Athletics** – Children to further develop sprinting technique, including medium/larger hurdles and complete accurate relay changeovers. Children to develop a successful javelin throwing technique. Children to grow in confidence in their use of the long jump, and attempt the triple jump. Perform a long jump using a medium run up and taking off on one foot, attempting to hit the take-off board and land safely on two feet. Attempt to perform triple jump with a hop, skip and a jump. Skills to include:

	feel heart rate, checking breathing rate has increased. Checking temperature of body To understand what physical activity does to your body. (Repeated every lesson). Passing and moving using correct technique – backwards and sideward passes only. Children to become increasingly comfortable at running long distances. Children to explore changes to their heart rate, control their breathing rate as it increases. Children to develop their understanding what physical activity does to your body. Children to develop their understanding of how pace can impact their ability to run further to achieve their personal best. i.e. beat their previous total of laps. Bad Weather – Skills developed through their use of Bleep Test	Children to be able to change direction at speed without the ball, work as a team to maintain possession of the ball. Children to improve throwing and catching accuracy, and understand/perform correct shooting technique with accuracy and control.		Children to throw the ball correctly in game situations – understanding foul throws/trying to avoid them.	Children to perform the correct stance and positioning of holding a bat, and hit a ball showing control and consistency – apply within practise and game situations. .	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. 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. Sprinting – Using correct techniques: head still, looking forward using running arms, correct knee lift and running on the balls of their feet. 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). **Cricket -** Choose whether to throw underarm (for short distances) and overarm (for long distances) when bowling. Children to run when fielding to catch/retrieve the ball. Striking a ball off a cricket tee towards a partner to retrieve. Striking a moving ball. Catching and retrieving the ball in the long barrier position. 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. Learn the scoring system in cricket.

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	**Tag Rugby –** To learn the rules of the game and apply skills/understanding to play a range of competitive games, both intra-school and inter-school. To begin to play larger or full sided competitive games. Children to begin to develop their ability in making tactical decisions.	**Netball –** To learn the rules of the game and apply skills/understanding to play a range of competitive games, both intra-school and inter-school. To begin to play larger or full sided competitive games. Children to begin to develop their ability in making tactical decisions. Children to understand and apply defensive stance and to understand why space is important	**Badminton –** To learn the rules of the game and apply skills/understanding to play a range of competitive games. To begin to play larger or full sided competitive games. Children to begin to develop their ability in making tactical decisions. Skills include: **Net and Wall-** to have a full understanding of the rules of badminton- no double hits, to understand the rules of the court marking. **Forehand – practise** hit towards a partner. Partner to return the shuttlecock to the opposite player consistently (to have a rally). **Back hand-** To practise the backhand shot from your hand – dropping the shuttlecock in line with the racket. **Volley-** explore performing a volley without dropping the shuttlecock. **Serve-** to attempt to serve the ball accurately to their partner within the court lines.	**Football/Tennis –** To learn the rules of the game and apply skills/understanding to play a range of competitive games, both intra-school and inter-school (**Football**) To begin to play larger or full sided competitive games. Children to begin to develop their ability in making tactical decisions. **Tennis – Sills to include:** **Net and Wall-** to have a full understanding of the rules of tennis- ball can only bounce once and no double hits, to understand the rules of the court marking. **Forehand – practise** shot towards a partner with one bounce. Partner to return the ball to the opposite player consistently (to have a rally). **Back hand-** To practise the backhand shot from a bouncing ball **Volley-** explore performing a volley with no bounces. **Serve-** to attempt to serve the ball accurately to their partner within the court lines.	**Rounders –** To learn the rules of the game and apply skills/understanding to play a range of competitive games. To begin to play larger or full sided competitive games. Children to begin to develop their ability in making tactical decisions.	**Cricket –** To learn the rules of the sport and apply skills/understanding in order to compete in a range of activities. Children to begin to develop their ability in making tactical decisions. Learn the scoring system in cricket.
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	**Cross Country –** Children to develop long distance running techniques. Develop strength through running laps, control of breathing.	**Dance -** Composing movements as a class and in small groups and as an individual. Perform routines with a partner and group, linking moves together to develop continuity and fluidity. Tall and small movements – thinking about body position.	**Gymnastics -** Perform complex point and patch balances with a partner and group, linking moves together with continuity and fluidity. Skills to include: Rolls – pencil, log, egg, teddy bear, a complete forward roll, attempt a backward role. Jumps – pencil, star, tuck, half turn, full turn, stag leap, cat leap, spinning leap. Balances – Complex point and patch balances, partner and group balances (more difficult and in larger groups) linking more complex moves			**Athletics –** Develop sprinting technique through racing against peers/teams, and throwing technique/strength using a range of equipment (shot putt, Javelin) Children to develop their control and balance by linking moves together with continuity and fluidity when completing a range of jumps (Long Jump, attempting Triple Jumps)

			together with continuity and fluidity.			
perform dances using a range of movement patterns		**Dance -** Compose and combine routines as a class, small groups and individuals using different movements and thinking about their body position at all levels.	**Gymnastics -** Compose and combine routines as a class, small groups and individuals using different movements and thinking about their body position at all levels.			
take part in outdoor and adventurous activity challenges both individually and within a team					**Orienteering -** Take part in outdoor and adventurous activities, both individually and within a team on school grounds. Children to work in a team to locate the letters/pictures, and unscramble the letters/pictures/complete simple challenges that they have found. Children to read a map to find key locations, or to create a map. Children to show agility and co-ordination during an obstacle course whilst reading a map.	
compare their performances with previous ones and demonstrate improvement to achieve their personal best	Children to continue to measure/ give verbal feedback upon their team's results to enable them to monitor and improve their team performance.	Children to continue to measure/give feedback upon their peer/team performance to enable them to make improvements.	Children to continue to measure/give feedback upon their peer/team performance to enable them to make improvements.	Children to continue to measure/ give verbal feedback upon their team's results to enable them to monitor and improve their team performance.	Children to continue to measure/ give verbal feedback upon their team's results to enable them to monitor and improve their team performance.	Children to continue to measure/ give verbal feedback upon their team's results to enable them to monitor and improve their team performance.

Music

Context	**Ancient and Modern Greece** Linked to the music from Greece, looking at traditional instruments/music, as well as exploring soundtracks from films which are influenced by Greece. Children to create their own music influenced by traditional Greek style.		**London to Las Vegas** Linked to music from London and Las Vegas (exploring show music and who is currently in residency in Las Vegas) Children to then create their own pieces using influences/artist's music they have studied within the topic.		**Space** DPA WCITS – Flutes	
Aims	The national curriculum for music aims to ensure that all pupils: • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.					
Key Vocabulary	Use of Italian terms forte, mezzo forte, mezzo piano, piano, major/minor		Use of Italian terms forte, mezzo forte, mezzo piano, piano, major/minor, Ensemble, Quaver, Crotchet, Minim, Breve, Semi-breve, Treble clef, Base Clef		Ensemble, Quaver, Crotchet, Minim, Breve, Semi-breve, Treble clef, Base Clef	
National Curriculum	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.						
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Children will: • Perform solos or as part of an ensemble (voice or tuned instrument). • Perform a class ensemble, a percussion piece.		Children will: • Perform solos or as part of an ensemble (voice or tuned instrument). • Hold a part within a round. • Play a tuned instrument (recorder, glockenspiel or own instrument) as part of a class ensemble, reading music from the stave. • Perform a class ensemble, a percussion piece.		• Play a tuned instrument (Flute through DPA, recorder, glockenspiel or own instrument) as part of a class ensemble, reading music from the stave. • Perform a class ensemble. Children will: • Perform solos or as part of an ensemble (voice or tuned instrument).	
improvise and compose music for a range of purposes using the inter-related dimensions of music			Children will: • Compose and perform using tuned instruments. • Re-write the lyrics to a well-known song. • Understand and compose around two 16 beat phrases, adding a variety of rhythms and pitch.			
listen with attention to detail and recall sounds with increasing aural memory	Children will: Evaluate own playing and composing, and identify improvements.		Children will: Evaluate own playing and composing, and identify improvements.		Children will: Evaluate own playing and composing, and identify improvements.	

use and understand staff and other musical notations	Children will: • Read notation from a stave and play a tuned instrument. • Read notation and perform music on tuned and percussion instruments.		Children will: • Read notation from a stave and play a tuned instrument.
appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Children will: • Describe the movements of/evaluate traditional Greek music – looking at traditional instruments and picking out their sounds/effects within recorded pieces. • Looking at soundtracks from Greek films/ Greek topical films such as Troy, Hercules and exploring the music within.	Children will: • Explore music from shows within both London and Las Vegas, • Explore which musicians are on residency within Las Vegas – particularly where there are links such as Elton John (from London, working in Las Vegas).	
develop an understanding of the history of music	Children will: • Learn how music is used to enhance a story (silent film accompaniment/film music) • Describe and understand the content and context of the songs and any cultural links.		Children will: • Learn about the structure of a piece of music.

Religious Education

	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Concepts	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?
Curriculum	Pupils should learn about some major Christian beliefs – God creation, Jesus' law of love **Pupils should also learn about some central beliefs associated with at least one other religion** Islam – forgiveness, answerable to God, overcoming pride. Pupils should be encouraged to share their thoughts and views in response to what they have learnt. Pupils should learn about Jesus of Nazareth as the founder of Christianity. 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. 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 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 **Pupils should also learn about the leader of religion**	Pupils should learn about Christian stories that are in the Bible. The feeding of the 5,000 The Easter story The Last Supper Pupils should also learn about Bible stories which are part of the shared Judaic-Christian tradition, for example, the Moses and the Parting of the Red Sea and Passover Pupils should be encouraged to enquiry into how these stories may be interpreted and what values and beliefs they may be expressing. **Pupils should also learn about stories associated with at least one other religious tradition.** Islam – Muhammad and the Angry Woman. 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 with clear and cogent reasons. **Pupils should also learn about the holy book or scriptures associated with at least one other religion - Islam and Qu'ran, Judaism - Torah.** 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	Pupils should learn about Christian worship - Cross, Crucifixion, Easter Egg, Hot Cross bun.	Pupils should learn about Christian festivals – Easter and Christmas. Pupils might explore the belief that Easter was a victory when good triumphed over evil. Pupils should also learn about **festivals in at least one other religious tradition – Jewish Passover.** 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. Pupils may explore the life of a well-known person drawn from history – Martin Luther King. 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. 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 which are clear and cogent.	Pupils should learn about Christian worship. 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	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. Pupils should also learn about worship in at least one other religious tradition. Islamic artefacts – Qu'ran, prayer mat, compass, head dress. Pupils should be encouraged to share their thoughts and views in response to their enquiry into worship. They should be taught to support their views or beliefs making use of reasons which are clear and cogent.

	in at least one other religious tradition – Muhammad. 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. Pupils should learn about the Bible as the holy book of Christianity. Pupils should explore the Christian belief that the Bible is 'holy' and that individuals have received divine revelation or have been divinely inspired.	reasons which are clear and cogent				

History

Context	**Ancient and Modern Greece** Ancient Greece – a study of Greek life and achievements and their influence on the western world		**Anglo-Saxons and Vikings** The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.	
Aims	The national curriculum for history aims to ensure that all pupils: • know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world • know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind • gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' • understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses • understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed • gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.			
Key Vocabulary - Year 4	**Romans and Volcanoes - The Mighty Midlands** Emperor, Empire, Invasion, Legacy, Revolution, Conquest, Settlement			
Key Vocabulary – Year 5	**Ancient and Modern Greece** **City States** **Democracy** -laws, governance, law and order without policing **Social Hierarchy** **Culture -** Greek place in the timeline of World History/ developments e.g. Science, Arts, theology, democracy **Mythology** **Historian** **Reliable**		**Anglo Saxons and Vikings** **Alliances – Dane Law** **Social Hierarchy** **Historian** **Reliable**	
National Curriculum	**Autumn**	**Spring**	**Summer**	
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history establishing clear narratives within and across the periods they study	Children to create a timeline of Greek events, which will also be extended to show their place in a world history timeline.		Practically, children have the opportunity to create a world timeline, discussing the distance between key events to visualise the time between them, before adding some dates which they can recall. Evidence to be photographic to show the discussion and children working together. https://www.bbc.co.uk/education/topics/zxsbcdm	

			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	
They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Children to research from a range of resources and present information in Venn Diagrams to show a comparison between different groups of people and different time periods		Children to explore primary resources showing how life was like in the past, comparing to modern day through aspects such as farming etc. Children can then present their work clearly to show their observations and conclusions, using subheading, detailed paragraphs (PEE).	
To compare and contrast different periods of history – looking at society, technology, housing, etc.	Children to research from a range of resources and present information in Venn Diagrams to show a comparison between different groups of people and different time periods.		Practically, children have the opportunity to create a world timeline, discussing the distance between key events to visualise the time between them, before adding some dates which they can recall. Evidence to be photographic to show the discussion and children working together.	
They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Children will have the opportunity to be more independent with the structure and presentation of their work. Children will organise their information from the research they have completed from the sources explored. In Year 5, children will be encouraged to compare and contrast between different areas/social groups, explore democracy, etc. Children to explore a range of primary and secondary sources relevant to their period of study. Children will then independently compose their own research questions to deepen their understanding of their topic		Children will have the opportunity to be more independent with the structure and presentation of their work. Children will organise their information from the research they have completed from the sources explored. In Year 5, children will be encouraged to compare and contrast between different areas/social groups, explore democracy, etc. Children to explore a range of primary and secondary sources relevant to their period of study. Children will then independently compose their own research questions to deepen their understanding of their topic.	

PROGRESSION OF SKILLS

They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.			Children to explore primary resources showing how life was like in the past, comparing to modern day through aspects such as farming etc. Children can then present their work clearly to show their observations and conclusions, using subheading, detailed paragraphs (PEE).	
They should understand how our knowledge of the past is constructed from a range of sources.	Children to explore a range of primary and secondary sources relevant to their period of study. Children will then independently compose their own research questions to deepen their understanding of their topic. When exploring sources, children will be encouraged to investigate/discuss the reliability of each source to develop understanding of bias and reliability (in preparation of independent research in Year 6). Children to explore a range of sources, particularly photographs and artefacts. Children will explore photographs of Greek pots, artefacts etc. to investigate society, social class, hierarchy, male vs female etc.		Children to explore a range of primary and secondary sources relevant to their period of study. Children will then independently compose their own research questions to deepen their understanding of their topic. When exploring sources, children will be encouraged to investigate/discuss the reliability of each source to develop understanding of bias and reliability (in preparation of independent research in Year 6). Children to explore a range of sources, particularly photographs and artefacts. Children will explore photographs of tapestries, artefacts etc. to investigate society, social class, hierarchy, male vs female etc.	
Pupils should be taught about: Britain's settlement by Anglo-Saxons and Scots.			To understand why the Roman withdrawal from Britain encouraged Scot and Anglo Saxon invasion To know who the Anglo Saxons were and where they originated from. To understand why they invaded and settled where they did. To understand the class system. To explore how they have influenced our life in Britain today	

PROGRESSION OF SKILLS				
The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor			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 To explore the power struggle of kingdoms, particularly the resistance by Alfred the Great and Athelstan, first king of England To explore further Viking invasions and Danegeld (Danelaw). To explore Edward the Confessor and his death in 1066	

Geography

Context	**Ancient and Modern Greece** A brief geographical study of modern day Greece, comparing to ancient Greece. Also looking at how the climate and location affects the economy/tourism.	**London to Las Vegas** A study of the North/South American and European continents, exploring countries within each and which oceans/seas are located around them. The children then explore world biomes/climates, and investigate how they impact the human geography of an area, and affect how humans use an area. We also study how settlements are developed differently, depending upon the natural resources/climate etc. of a location (i.e. Comparing London and Las Vegas).	**Anglo Saxons and Vikings** A brief exploration of how the Anglo Saxons and Vikings have influenced modern day Britain e.g. through exploring names of towns in England Also the children investigate why Anglo Saxons/Vikings chose to settle in Britain, looking at the physical reasons for settlement development – i.e. rivers, natural resources, fertility of land.	
Aims	The national curriculum for geography aims to ensure that all pupils: • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.			
Key Vocabulary – Year 4	4 - Compass Points, O.S. Maps, Grid Reference, Rural, Urban, Trade, Regions, Counties, Eruption			
Key Vocabulary – Year 5		**8 Compass Points** – *including Northeast – Southeast - Northwest - Southwest* **Latitude** **Longitude,** **Tropics** - *of Cancer and Capricorn.* **Biomes –***Arid, Grassland, Temperate, Tundra, Mountainous, Tropical, Deciduous, Mediterranean Polar* **Environment** **Natural Resources** **Tourism** **Economy**		
National Curriculum	**Autumn**	**Spring**	**Summer 1**	
Locational knowledge 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		Children independently explore elements of physical geography such as rivers, mountains, as well as locating cities and states of North America, South America and Europe using Atlases and maps. Children to discuss the location of Russia in relation to North America – making links to the fact that the globe is a sphere.		

physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.				
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).		Children to explore the significance of lines of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.		
Place knowledge 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.		Begin to use more complex atlases, to explore the world, countries, biomes and climate zones. Children to choose which pages are appropriate to their study and begin to explore/compare the physical geography/climate of different areas.		
Human and physical geography Describe and understand key aspects of: physical geography, including: clima te zones, biomes and vegetation belts, rivers, mountains, volcanoes and		Children to explore human and physical geography in greater detail.	Children to explore human and physical geography in greater detail. Children use a range of resources to make links between how land is used based on the climate zone/biome.	

earthquakes, and the water cycle.				
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.		Children to explore settlements over time, looking at the natural resources, land use, economic activity including trade links through their study of London and Las Vegas.		
Geographical skills and fieldwork 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				
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		Children to use four figure grid references to explore atlases/maps in finer detail to plot information onto their own maps. Cross curricular with P.E. using maps of the school grounds, explore grid references to locate markers. Children to be introduced to the eight points of the compass during Orienteering lessons.		
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.		Children to use a range of resources, maps, atlases and globes to focus upon biomes, climate zones and vegetation belts. Children use a range of resources to make links between how land is used based on the climate zone/biome.		

Design and Technology

Context	**Ancient and Modern Greece** Design a Greek Toy To design and create a toy which is influenced by our study our ancient Greek culture i.e. artefacts, theatre and mythology.	**London to Las Vegas** Design and make burgers To research fast food/restaurant menus from America, and design/make our own burgers which are influenced by their style. In addition, the children also create advertisement for their burger using our knowledge of Pop Art.	**Anglo Saxons and Vikings** Linked to Anglo Saxon jewellery – making brooches and necklaces To research Anglo Saxon/Viking craft/jewellery and use their influence to design and create our own pieces in clay.	
Aims	• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world • build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users • critique, evaluate and test their ideas and products and the work of others • understand and apply the principles of nutrition and learn how to cook.			
Key Vocabulary	<u>Core Vocabulary</u> Design Evaluate Prototype Reflect Investigate Mechanism Cam Dowel Toys Connection Saw Measure	<u>Previous Core Vocabulary +</u> Investigate Nutrition Calories Fresh Processed Healthier option Salt, sugar and meat-fat Content Design Measure Evaluate Reflect	<u>Previous Core Vocabulary +</u> Design Measure Evaluate Reflect Prototype clasp/strap/ fastener - mechanism	
National Curriculum	**Autumn**	**Spring**	**Summer 1**	
Design 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	Moving Toys: Children to watch videos and look at actual toys that have moving parts to understand how they work. Anglo-Saxon jewellery: Children also research using images of primary sources. They look at the finer details (including the fastening devices) to help create their own design.			
Design generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	Greek Toy: children to make a prototype in order to assess how they are going to make their toy and discover potential problems and how they can overcome them. Children to annotate and analyse their troubleshooting. Children to draw a cross-section, labelling the cams they want to use and the effect they want to create.		Jewellery: children to complete annotated diagrams. Children to experiment with the adhesions (based on their research) and then make decisions on the type of jewellery they want to make. Children will also choose what tools they will use in order to create different effects.	

PROGRESSION OF SKILLS				
Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately	Children to design and measure accurately to create a suitable design. To make the toy – children to use dowelling which is provided and they then have to measure the correct length and use saws/bench hooks to cut accurately based on their plan. Children also use boxes which are provided, and choose how they will assemble the pieces of their toy and join them to ensure their toy works.		Jewellery – children to choose their materials/design based upon their research. Children to use clay tools and the clay provided – as well as a clasp/strap to complete their piece as close to their design as possible. Children to ensure they have joined any extra materials securely to their piece.	
Make 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	Children to use given equipment such as boxes and cams to then decide how to create their design. Children then to use saws/bench hooks to accurately cut dowelling and attach cams to create their final design. Children then to use card to create their/character and scene.		Jewellery - Children use clay to create their final design and securely attach their clasp/strap.	
Evaluate investigate and analyse a range of existing products	Children to look at complex examples and watch clips of various cam movements in preparation for their design. Children to discuss purposes of the products whilst researching to help them choose which movement they will recreate. Children design questions based on what they have explored and issues they have overcome whilst making their prototype.			
Evaluate evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	Children evaluate by reflecting upon what they feel went well, as well as what the issues were during their design/making process and discussing how they solved the issues or what they would do better next time. Children to fill the evaluation in by answering questions and offering their reflections.		Children evaluate by reflecting upon what they feel went well, as well as what the issues were during their design/making process and discussing how they solved the issues or what they would do better next time. Children to fill the evaluation in by answering questions and offering their reflections.	
Evaluate understand how key events and individuals in design and technology have helped shape the world		**Planet Hollywood McDonalds**	**history of Peter Carl Faberge**	
Technical knowledge apply their understanding of how to strengthen, stiffen and reinforce more complex structures	Children to explore connections and how to reinforce structures during the creation of their prototypes. Children to problem solve and explore a variety of material choices/adhesive choices.		Children to explore how to add wiring to their clay jewellery to ensure that it is reinforced and strong enough for its purpose.	

PROGRESSION OF SKILLS			
Technical knowledge understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]	Children to look at complex examples and watch clips of various cam movements in preparation for their design to better understand mechanisms. Children to discuss purposes of the products whilst researching to help them choose which movement they will recreate. Children also use boxes which are provided, and choose how they will assemble the pieces of their toy and join them to ensure their toy works. Children to select different cams, different thickness of dowel to be used for axels and followers for their toy.		
Cooking Nutrition understand and apply the principles of a healthy and varied diet		Burgers: look at the packaging to look at fat content, sugars and salts etc. Look at the red/amber/green to compare different burgers. Discuss the difference between fresh and processed burgers.	
Cooking Nutrition prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques	.	Burgers: weighing, chopping and mixing ingredients independently. Children also handle raw meat (discuss hygiene). Cooked in individual woks with the children. Children to choose toppings and fillings for their burgers	
Cooking Nutrition understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed		Comparisons of burgers available to buy: salt, sugar and meat-fat content.	

PROGRESSION OF SKILLS

Computing

Context	E-Safety: Being safe when using online games Being respectful/kind to others online	**ESPRESSO CODING: Block Coding** <u>Speed, Direction and Co-ordinates (6 lessons)</u> Learn how to make things go faster and slower, move in the exact direction you want them to, or appear in a precise location on the screen.	**<u>London to Las Vegas</u>** Children use their knowledge of the topic to research and create their own informative posters upon either city – implementing the following skills to make their work detailed/interesting to read. **<u>Digital Literacy: Word</u>** Recap of previous experiences Use of more tools: greater control over formatting menu: control font, alignment, textboxes, border, effects. Start to use short cuts (eg: Ctrl + C) Save and open work work with useful titles in Year 5 folder, using the school laptops/netbooks.	**ESPRESSO CODING: Block Coding** <u>Random numbers and simulation (5 lessons)</u> Learn what random means and how using random numbers to control properties in a program, they can make thigs more interesting. Learning what that a simulation is a computer program which models something from real life, and learning how it can be useful in real life.	**J2Webby:** create their own website page using J2Webby software. Skills: web design – headers, background, font etc. Link to e-safety: responsible use of the Internet (posting comments and suitable content)	**ESPRESSO CODING: PYTHON** Random Numbers and Simulations To learn how to use random numbers and create simulations with Python
Aims	The national curriculum for computing aims to ensure that all pupils: • can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation • can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems • can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems • are responsible, competent, confident and creative users of information and communication technology.					
Key Vocabulary	Cyber bullying, report, block, flag, screenshot, acceptable, unacceptable, responsible.	X coordinate, y coordinate, object property, coordinates, heading, angles, simulation, random, range, variable, loop, array, RGB	Format, alignment, data, foreground, background, layering, shortcut	Simulation, random, range, object property	Blog, data, analyse, collect, create, design, content, webpage, URL,	object property, coordinates, heading, angles, variable, loop, array, RGB
National Curriculum	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	.					Children to use more advanced block and Python coding to create programs, following more complex video instructions. Children also to be given opportunity to free-code. Children to use Python coding to learn how to use random numbers and create simulations
use sequence, selection, and repetition in programs; work with variables and various forms of input and output		Children to control speed and direction through using coordinates within their programming.				

PROGRESSION OF SKILLS

		Children to use the random option to control properties in a program (e.g. objects moving to random places or appearing in random places).				
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		Children to have the opportunity to create their own block coding (Espresso Coding) and use what they have learnt to fix and debug problems.		Children to have the opportunity to create their own block coding (Espresso Coding) and use what they have learnt to fix and debug problems.		Children to have the opportunity to create their own block coding (Espresso Coding) and use what they have learnt to fix and debug problems.
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	Children to learn how to use Teams and complete Assignments from home, using video.	Children to learn how to use Teams and complete Assignments from home, using video.	Children to learn how to use Teams and complete Assignments from home, using video.	Children to learn how to use Teams and complete Assignments from home, using video.	Children to learn how to use Teams and complete Assignments from home, using video.	Children to learn how to use Teams and complete Assignments from home, using video.
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Children search independently on the Internet (linked to topic) for information. Children to use the blurb within the search results to choose the most relevant websites.		Children search independently on the Internet (linked to topic) for information. Children to use the blurb within the search results to choose the most relevant websites		Children search independently on the Internet (linked to topic) for information. Children to use the blurb within the search results to choose the most relevant websites	
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, analysing, evaluating and presenting data and information	To use Word tools: Use more shortcuts (eg: ctrl C) Greater control over the formatting of text and images – borders and colours for text boxes; colours; font choice Control layout and ordering of text and images To save and open work using useful titles and organised files		To use Word tools: Use more shortcuts (eg: ctrl C) Greater control over the formatting of text and images – borders and colours for text boxes; colours; font choice Control layout and ordering of text and images To save and open work using useful titles and organised files To use an art package combined with images taken from the internet to create a piece of artwork (Pop Art).			
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Children to learn about Cyber Bullying and being safe and respectful when online. Think You Know 8-10: Band Runner and Kara and the SMART Crew				Children to learn about Cyber Bullying and being safe and respectful when online. Choose who you chat to Keep your stuff private (PSHRE LINK: how devices store and share information) Things we see online	

PROGRESSION OF SKILLS

	Choose who you chat to Keep your stuff private (PSHRE LINK: how devices store and share information) Things we see online Identify a range of ways to report concerns about content and contacts				Identify a range of ways to report concerns about content and contacts	

Art and Design

Context	**Ancient and Modern Greece** To create sketches of pottery, influenced by our study our ancient Greek culture i.e. artefacts, theatre and mythology, and using images/artefacts of examples.	**London to Las Vegas** To explore and recreate Pop Art, studying the works of Andy Warhol, Ray Lichtenstein and Claes Oldenburg The children first hone their sketching skills, before applying them into creating still life sketches of everyday objects using the style of Lichtenstein and Warhol. We then investigate Claes Oldenburg's work to create and present our own sculptures.	**Anglo Saxons and Vikings** To research Anglo Saxon/Viking craft/jewellery and use their influence to design and sketch our own pieces. Children then recreate their design in clay within our D.T. unit.
Aims	The national curriculum for art and design aims to ensure that all pupils: • produce creative work, exploring their ideas and recording their experiences • become proficient in drawing, painting, sculpture and other art, craft and design techniques • evaluate and analyse creative works using the language of art, craft and design • know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.		
Vocabulary	Sketching, shading, colour, perspective, tone, line, scene, pen strokes	Sketching, shading, colour, perspective, tone, line, structure, collage, scene, pen strokes, Pop Art	Sketching, colour, perspective, tone, line, scene, pen strokes
National Curriculum	Autumn	Spring	Summer
to create sketch books to record their observations and use them to review and revisit ideas	Children to begin a new Sketch book to be completed in Year 6. To begin their second Sketch book, children design and create their own front cover to account for how they have grown/skills developed.	Continue exploration of sketching skills in Sketch books. Sketch books are not marked by adults, instead children begin to give written self and peer assessment, celebrating what they have done well and focussing upon how they have developed their skills i.e. commenting on how they have used different shading techniques. Children develop their skills for each lesson within sketch books, building into the development of their final piece.	

PROGRESSION OF SKILLS			
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]	Sketching – black fine liners/ pencils /pencil crayons – linked to colours of pottery Children to look at Ancient Greek Pottery and recreate the style of the artefact. Children will then explore creating form, shadow, perspective, tone and line. Children to begin to explore sketching to create form, and create geometric designs/create their own story within their pottery sketches.	Collage materials – Children explore recreating an image in the Pop Art style. Sketching pencils/pens/felts– Children to look at everyday objects and create their still life set up to be sketched. Children will then explore creating form, shadow, perspective, tone and line using a range of media - practising first in their sketch books and then building to a final still life sketch. Children to explore sketching to create form by shading in different directions, bracelet shading, cross hatching etc. Children will particularly need to focus upon their observation's skills - and how the different objects reflect/create shadow upon each other etc. Sculpture – Children to explore the work of Claes Oldenburg and use everyday objects/junk modelling to recreate a piece of work. Children to explore how to recreate the style of Claes Oldenburg, using junk modelling/wire/foil etc. Children to explore ways of joining different pieces of the sculpture and creating strength/structure, i.e. using wire.	Sketching pencils/charcoal Children to look at Anglo Saxon/Viking jewellery to focus upon detail rom the pieces – Children to create view finders and sketch in fine detail, to enlarge the patterns, filigree etc. from the artefact. Children will then explore creating form, shadow, perspective, tone and line. Children to explore sketching to create form by shading in different directions, bracelet shading, cross hatching etc. Children will particularly need to focus upon their observation's skills - and how the different objects reflect/create shadow upon each other etc. From their observations, children will need to choose a final design to print. Children to use their final sketch, tracing paper and printing materials to carve into lino/printing media and use paint/ink to create a pattern using their stamp.
about great artists, architects and designers in history		Andy Warhol Roy Lichtenstein Claes Oldenburg	

PROGRESSION OF SKILLS

Science

Context	Changes of state	Plants and animals	Space
Aims	The national curriculum for science aims to ensure that all pupils: • develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics • develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them • are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.		

PROGRESSION OF SKILLS

Key Vocabulary			
National Curriculum	**Autumn**	**Spring**	**Summer**
	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. compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 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.	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. 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. describe the changes as humans develop to old age.	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. 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. 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. **<u>Vocabulary</u>** Exploration -Discoveries – developments of knowledge about space and our place in the universe – Galileo – Creation -theory/religious beliefs Space exploration – history The Universe -Sun/Moon / Earth relationships Planets Solar System Axis

PROGRESSION OF SKILLS

			-Earths tilt – affecting seasons/day/night Orbit