



Subject	Learning
History	<p>How do the Maya compare with other civilisations? Where did the Mayans live? How did the Ancient Greeks influence our lives today? Significant People: Ancient Greeks- Alexander the Great</p> <p>Investigate and Interpret the past.</p> <ul style="list-style-type: none"> ● Children can confidently use, interpret and analyse evidence provided. ● Children can select appropriate sources of evidence to substantiate a hypothesis about the past. ● Children should consider ways of checking the accuracy of interpretations of the past. ● Children can examine sources of evidence, explaining in detail how they can be used to find out about the past ● Children should investigate their own lines of enquiry by posing historically valid questions. ● Pupils can give an overview of life in Britain and major events from across the world. <p>World History People</p> <ul style="list-style-type: none"> ● Pupils can discuss and interpret the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children. <p>World History Places.</p> <ul style="list-style-type: none"> ● Children can confidently compare times studied with other areas around the world. <p>Understanding Chronology</p> <ul style="list-style-type: none"> ● Children can discuss and interpret the social, ethnic, cultural, and religious diversity of past societies. ● Pupils can confidently describe the main changes in a period of history, using terms: social, religious, political, technological, cultural? ● Children can compare and contrast concepts and periods of change within history, representing them on a timeline. ● Pupils can place events, people and changes precisely within a chronological framework. <p>Key Vocabulary civilisation, hieroglyphs, maize, pyramids, irrigation, hierarchical, temple, chocolate</p>
Geography	<p>Mapwork Skills</p> <ul style="list-style-type: none"> ● Use six-figure grid references to navigate around a map ● Draw a map that shows appropriate distance between places or features based on a given scale ● Use atlas symbols ● Select an appropriate map at an appropriate scale and follow a route. <p>Key Vocabulary 6 figure grid reference, ordnance survey, scale, compass points: NW NE SE SW, environmental region, latitude, longitude</p>

MFL	Spanish Language Angels <ul style="list-style-type: none"> • In The Classroom (IN) • The Date (IN)
Art	Taught in Autumn 1
RE	Christianity How do Christians show their belief that Jesus is God incarnate? <u>Key Vocabulary</u> incarnation, incarnate, personify, portrayed, resurrection, Divine, Emmanuel, ichthus, humanity, identify, Anglican, creed, Christingle
Science	Animals including humans <ul style="list-style-type: none"> • Identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Describe the ways in which nutrients and water are transported within animals, including humans <u>Key Vocabulary</u> function, circulatory system, heart, valve, blood vessel, vein, artery transport, oxygenated, deoxygenated
Working Scientifically	<ul style="list-style-type: none"> • 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 (TAPS 'Do' – Heart Rate Poses) • 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. <u>Key Vocabulary</u> predictions, further comparative and fair test

PE

Volleyball

- Use a variety of throwing techniques including fake passes to outwit an opponent.
- Catch and intercept a ball using one and two hands with increasing success in game situations.
- Receive a ball with consideration to the next move.
- Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
- Confidently change direction to successfully outwit an opponent.
- Effectively create and use space for self and others to outwit an opponent.
- Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

Key vocabulary

Dictate, Appropriate, Ballside, Turnover, Transition, Contest, Consistently, Assess

School games value: honesty

PE with Total Sports

Dance

- Perform dances confidently and fluently with accuracy and good timing.
- Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
- Improvise and combine dynamics demonstrating an awareness of the impact on performance.
- Use counts when choreographing and performing to improve the quality of work.

Key vocabulary

Aesthetic, Freeze frame, Mood, Inspiration, Style, Rehearse, Express, Refine, Stimulus

School games value: honesty

Computing

Research for cross curricular writing.

Teach Computing Networking and Computer Systems focus:

Year 5 Computing systems and networks – Sharing information: Year 5 Lesson 3

–Searching the web

- I can make use of a web search to find specific information
- I can refine my web search
- I can compare results from different search engines

Year 5 Lesson 4 – Selecting search results

- I can explain why we need tools to find things online
- I can recognise the role of web crawlers in creating an index
- I can relate a search term to the search engine's index search results

Year 5 – Sharing information: Year 5 Lesson 5 –How search results are ranked

- I can order a list by rank
- I can explain that a search engine follows rules to rank results
- I can give examples of criteria used by search engines to rank results

Year 5 Lesson 6 – How are searches influenced

	<ul style="list-style-type: none"> ● I can describe some of the ways that search results can be influenced ● I can recognise some of the limitations of search engines ● I can explain how search engines make money sharing information <p>Key Vocabulary refine, Index, crawler, bot, ordering, ranking, discerning</p> <p>E-safety Pixl lesson 2 – online gaming</p>
Music	<p>Charanga unit: Happy Style of main song: Pop/Neo Soul Unit theme: Being Happy! Performance focus: Playing instruments, following a given piece.</p> <p>Listening: Discuss and recognise the structure of the song. Identify instruments/sounds/voices they can hear. Discuss all of the interrelated dimensions of music, relating to the songs they hear throughout the unit. Know the song is an example of Pop-Neo Soul music and be able to describe the style indicators of this music. Listen to 5 other songs in different styles. What are their styles? (Top Of The World sung by The Carpenters. Don't Worry, Be Happy sung by Bobby McFerrin. Walking On Sunshine sung by Katrina And The Waves. When You're Smiling sung by Frank Sinatra. Love Will Save The Day sung by Brendan Reilly)</p> <p>Copying rhythms: Play and copy back rhythms, on a glockenspiel using up to 3 notes (A, G + B).</p> <p>Sing: In 2 parts.</p> <p>Play instruments: With the song by ear, and from notation. Using up to 3 notes (A, G + B).</p> <p>Improvise: using the up to 3 notes (A, G + B).</p> <p>Compose: a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B.</p> <p>Most children will know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.</p> <p>Key Vocabulary style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, hook, riff, solo, musical dimensions, style indicators.</p>
PSHE and RSE	<ul style="list-style-type: none"> ● R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely ● R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary ● R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with (parliament week)
DT	<p>Electrical Systems - games</p> <ul style="list-style-type: none"> ● Understand and use electrical systems in their products linked to science coverage. ● Apply their understanding of computing to program, monitor and control their products. ● Know and use technical vocabulary relevant to the project. <p>Key Vocabulary</p>

	series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device
British Values	<p>Friendship</p> <ul style="list-style-type: none"> Understanding the qualities of being a fantastic friend <p>Resilience</p> <ul style="list-style-type: none"> 'The Swallow's story' of resilience. How can we be more resilient? <p>Tolerance and respect</p> <ul style="list-style-type: none"> The Christian celebration of Christmas
SMSC	<p><u>Remembrance</u></p> <ul style="list-style-type: none"> Taking Part in Remembrance service at church Creating own remembrance poems Visiting Retirement home and performing Christmas songs