Three Bridges Primary School

Year 5

Topic Overview

Subject **Autumn Term**	**KS2 Geography:** locate the world's countries, using maps to focus on North America and concentrating on their key physical and human characteristics, countries, and major cities. **I want to live in America** **What's so special about the USA?** **Stunning Start:** *Look at a series of photographs of workers building the skyscrapers of New York.*
Learning Challenges	1. What would you ask the President of the USA? 2. Why is New York one of the world's most visited cities? 3. Can you carry out your own research on one of the American states? 4. **Marvellous Middle:** *Using the art of Andy Warhol, can you recreate his work using a famous American as your subject?* 5. Who were the original Americans? 6. What can you find out about the sports Americans play? 7. How can you create your own silent movie? 8. What do you know about the climate of the USA? 9. **Fantastic Finish:** Children to create a documentary which explains why they should visit the USA.
Literacy Links	LC1: children have to think of a range of questions they would ask the President if they were to meet him. LC2: provides children with an opportunity of researching New York from the perspective of: its growth; its position on the Hudson; its importance in world economy, etc. LC3: provides children with a choice to research a state that they want to find out more about. They will then do a presentation to others of their chosen state.
Grammar texts	I Capture the Castle
Literacy	**Non-chronological report** My report describes the way things are I wrote an opening statement I used paragraphs I used an impersonal tone My report is non-chronological I used verbs in the present tense (past if history) I made some use of the passive voice I used correct technical words I gave clear explanations when needed I used some longer/complex sentences I used appropriate and helpful punctuation I included headings I used quotation marks correctly I acknowledged my sources **Play script**

	My play script follows the usual pattern of scripting
	I used the correct layout
	I did not use speech marks
	I have thought about performance
	I have remembered the audience's needs
	My script includes:
	_ stage directions
	_ technical terms
	_ good match between character and dialogue
	_ development of characters and relationships
	I used standard and non-standard English appropriately
	I used effective punctuation
	My play script has dramatic interest
	Instructions
	My set of instructions includes a title to catch the eye
	The title says what the instructions are for
	I used correct names in the text
	I included a list of requirements or equipment at the beginning
	I used verbs in the imperative
	I used the present tense
	I listed all the steps in chronological order
	I included diagrams or illustrations
	I used time words
	I used a helpful layout
	Narrative – Character's point of view
	I described characters carefully
	I decided on a point of view
	I supported these characters
	I was aware of the reader's response to words
	I considered how characters spoke
	I described incidents from an appropriate point of view
	I used verbs and adverbs
	I considered whether the reader would feel empathy
	http://www.literacyshed.com/the-myths-and-legends-shed.html - The girl and the fox

Literacy - What the National Curriculum	Transcription Spelling •I can form verbs with prefixes.	Composition •I can discuss the audience and purpose of the writing.	Grammar and punctuation Sentence structure •I can use relative clauses.

requires in Literacy at Y5	•I can convert nouns or adjectives into verbs by adding a suffix. •I understand the rules for adding prefixes and suffixes. •I can spell words with silent letters. •I can distinguish between homophones and other words which are often confused. •I can spell the commonly mis-spelt words from the Y5/6 word list. •I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. •I can use a thesaurus. •I can use a range of spelling strategies. **Handwriting** •I can choose the style of handwriting to use when given a choice. •I can choose the handwriting that is best suited for a specific task.	•I can start sentences in different ways. •I can use the correct features and sentence structure matched to the text type we are working on. •I can develop characters through action and dialogue. •I can establish a viewpoint as the writer through commenting on characters and events. •I can use grammar and vocabulary to create an impact on the reader. •I can use stylistic devices to create effects in writing. •I can add well chosen detail to interest the reader. •I can summarise a paragraph. •I can organise my writing into paragraphs to show different information or events.	•I can use adverbs or modal verbs to indicate a degree of possibility. **Text structure** •I can build cohesion between paragraphs. •I can use adverbials to link paragraphs. **Punctuation** •I can use brackets, dashes and commas to indicate parenthesis. •I can use commas to clarify meaning or avoid ambiguity.
Reading - What the National Curriculum requires in reading at Y5	**Word reading** •I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. •I can read further exception words, noting the unusual correspondences between spelling and sound. •I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. •I can re-read and read ahead to check for meaning.		**Comprehension** •I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each. •I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are. •I can identify significant ideas, events and characters; and discuss their significance. •I can recite poems by heart, e.g. narrative verse, haiku. •I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Speaking & Listening – by	•I can engage the listener by varying my expression and vocabulary. •I adapt my spoken language depending on the audience, the purpose or the context. •I can develop my ideas and opinions, providing relevant detail.		

the end of Year 5	•I can express my point of view. •I show that I understand the main points, including implied meanings in a discussion. •I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. •I use Standard English in formal situations. •I am beginning to use hypothetical language to consider more than one possible outcome or solution. •I can perform my own compositions, using appropriate intonation and volume so that meaning is clear. •I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. •I begin to select the appropriate register according to the context.
Literacy & British Values	The Literacy curriculum aims to: • enable students to develop their self-knowledge, self-esteem and self-confidence; • further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures; • encourage respect for other people • encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
Maths Links	

Maths - What the National Curriculum requires in mathematics at Y5	**Number and place value** •read, write, order and compare numbers to at least 1, 000, 000 and determine the value of each digit •count forwards or backwards in steps of powers of 10 for any given number up to 1, 000, 000 •interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero •round any number up to 1, 000, 000 to the nearest 10, 100, 1000, 10 000 and 100000 •solve number problems and practical problems that involve all of the above •read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Number – addition and subtraction** •add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) •add and subtract numbers mentally with increasingly large numbers	**Fractions, including decimals and percentages** •compare and order fractions whose denominators are all multiples of the same number •identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths •recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number •add and subtract fractions with the same denominator and denominators that are multiples of the same number •multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams •read and write decimal numbers as fractions [for example, 0.71 = 71/100] •recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents •round decimals with two decimal places to the nearest whole number and to one decimal place •read, write, order and compare numbers with up to three decimal places •solve problems involving number up to three decimal places

•use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
•solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Number – multiplication and division
•identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
•know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
•establish whether a number up to 100 is prime and recall prime numbers up to 19
•multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
•multiply and divide numbers mentally drawing upon known facts
•divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
•multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
•recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)
•solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
•solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
•solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

http://mathstoolkit.wix.com/mathstoolkit

•recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
•solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

Measurement
•convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
•understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
•measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
•calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes
•estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
•solve problems involving converting between units of time
•use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry – properties of shapes
•identify 3-D shapes, including cubes and other cuboids, from 2-D representations
•know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
•draw given angles, and measure them in degrees (0)
•identify:
  ✓ angles at a point and one whole turn (total 3600)
  ✓ angles at a point on a straight line and ½ turn (total 1800)
  ✓ other multiples of 90°

		•use the properties of rectangles to deduce related facts and find missing lengths and angles •distinguish between regular and irregular polygons based on reasoning about equal sides and angles. **Geometry – position and direction** •identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Statistics** •solve comparison, sum and difference problems using information presented in a line graph •complete, read and interpret information in tables, including timetables
Maths & British Values	•All children are encouraged to achieve their maximum potential through Maths lessons and learn the importance of Maths in all aspects of life. Children of all abilities are encouraged to believe they are able to achieve and this builds confidence and self-esteem. •Group work encourages children to work as part of a team and helps them understand how different people solve problems in various ways; this also promotes the British values of mutual respect and support for one another. •Whilst investigating and applying Maths to a range of situations, tolerance and resilience are promoted as children are encouraged to persevere, take risks and try different methods. •Children will learn that Mathematics comes from different cultures. •All children have the right to a safe and secure learning environment and teachers and children have the right to be treated with respect.	
Science	**Animals, including humans** •Can they describe the changes as humans develop to old age? **Challenging** •Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? •Can they describe the changes experienced in puberty? •Can they draw a timeline to indicate stages in the growth and development of humans?	**Living things and their habitats** •Can they describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird? •Can they describe the life cycles of common plants? •Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) **Challenging** •Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? •Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests?

Science & British Values	**The Science curriculum aims to promote:** Individual liberty of own views; the tolerance and mutual respect of others through the topics where different views / ethics are involved. Rule of law relates to: •Children following agreed rules for the safety of all •understanding of the need to have speed limits (speed, force, change of momentum) •Practical activities in science require children to engage in team work and show mutual respect for each other. •Resilience and self-esteem are developed through children building independent learning skills, getting answers wrong, learning how to formulate the correct response and responding to target questions
History	**Knowledge, Skills and Understanding** •Can they use dates and historical language in their work? •Can they draw a timeline with different time periods outlined which show various information, such as, periods of history, when famous people lived, etc.? •Can they describe historical events from the different period/s they are studying/have studied? •Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?
History & British Values	British values, including those of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs are embedded in the History curriculum. By looking at the achievements of famous British people, children develop an awareness of how they have influenced and shaped the country in which we live.
Geography	**Geographical Enquiry** •Can they collect information about a place and use it in a report? •Can they map land use? •Can they find possible answers to their own geographical questions? •Can they plan a journey to a place in another part of the world, taking account of distance and time? **Challenging** •Can they work out an accurate itinerary detailing a journey to another part of the world? **Physical Geography** •Can they explain why many cities of the world are situated by rivers? •Can they explain how a location fits into its wider geographical location; with reference to physical features? •Can they explain why water is such a valuable commodity? **Challenging** •Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? **Human Geography** •Can they explain why people are attracted to live by rivers? •Can they explain how a location fits into its wider geographical location; with reference to human and economical features?

	•Can they explain what a place might be like in the future, taking account of issues impacting on human features? **Challenging** •Can they report on ways in which humans have both improved and damaged the environment? **Geographical Knowledge** •Can they name and locate many of the world's major rivers on maps? •Can they name and locate many of the world's most famous mountain regions on maps? •Can they locate the USA and Canada on a world map and atlas? **Challenging** •Can they begin to recognise the climate of a given country according to its location on the map?
British Values & Geography	Students learn about British Values through Geography lessons by exploring how places have been changed by the contexts and processes that have shaped them. It helps pupils to understand the complex ways in which communities and societies are linked and to appreciate the diversity of people's backgrounds. Geography also helps pupils to understand society better e.g. less economically developed countries and more developed countries. Appreciating diversity encourages positive relationships and shared values. It promotes tolerance and partnership, within local and wider communities. These values are also encouraged and rewarded in our day-to-day teaching, showing that tolerance, mutual respect, teamwork, resilience, are valued as we aim to build pupil's self esteem. This includes, for example, respecting each other and the rules as well as adhering to the spirit of fair play when taking part in quizzes and other competitions.
Art	**Drawing** •Do they successfully use shading to create mood and feeling? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? **Painting** •Can they create all the colours they need? •Can they create mood in their paintings? •Can they express their emotions accurately through their painting and sketches? **Knowledge** •Can they experiment with different styles which artists have used? •Do they learn about the work of others by looking at their work in books, the internet, visits to galleries and other sources of information? **Sketch books** •Do they keep notes in their sketch books as to how they might develop their work further? •Do they use their sketch books to compare and discuss ideas with others?
British Values & Art	The Art curriculum delivers British values through having a sense of enjoyment and fascination in learning about the world around them and participating children actively in artistic and creative activities.

	Pupils have the opportunity to work independently and as a team to build resilience and self esteem through tasks, sharing ideas and resources, peer-assessment and encouraging children to support each other. Discussing and working in the style and using the techniques of a wide variety of artists and designers. British art is promoted in all year groups. We promote tolerance through different people's ideas, creative responses and understanding of different cultures and styles within art.
DT	
British Values & **DT** 	Pupils are taught about the moral choices facing designers and manufacturers when deciding on materials. Pupils focus on recycling in food and how to manage portion sizes to minimise waste and help pupils to connect with the dilemmas of those who do not have an abundance of food. Pupils develop an awareness of Health & Safety for themselves and others within their work area. Pupils are taught the social skills around behaviour self-regulation to ensure collective responsibility for a safe and efficient working environment. They are taught to challenge each other's behaviour or practices if they fall short of the collective expectations of the group. Exploring how products contribute to lifestyle and consumer choices. Understanding how products evolve according to users' and designers' needs, beliefs, ethics, and values. **Resistant materials:** Pupils study iconic British designer and art & design movements **Food:** Pupils look at cultural influences on the food we cook and the diversity of ingredients for us to cook with. They also learn about staple foods of other countries.
Computing	**Using the internet** •Can they use a search engine using keyword searches? •Can they compare the results of different searches? •Can they decide which sections are appropriate to copy and paste from at least two web pages? •Can they save stored information following simple lines of enquiry? •Can they download a document and save it to the computer? **Data retrieving and Organisation** •Can they listen to streaming audio such as online radio? •Can they download and listen to podcasts? •Can they produce and upload a podcast? •Can they manipulate sounds using Audacity? •Can they select music from open sources and incorporate it into multimedia presentations? •Can they work on simple film editing? **Presentation** •Can they use a range of presentation applications? •Do they consider audience when editing a simple film? •Do they know how to prepare and then present a simple film? •Can they use ICT to record sounds and capture both still and video images? •Can they make a home page for a website that contains links to other pages?

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	•Can they capture sounds, images and video? •Can they use the word count tool to check the length of a document? •Can they use bullets and numbering tools?
E-Safety	**Knowledge & understanding** •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a 'nickname' for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people's pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate? **Skills** •Do they follow the school's safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?
Computing & British Values	Within Computing we promote tolerance through different people's ideas that may be built on cultural diversity which promotes mutual respect. Pupils have the opportunity to work independently and as a team to build resilience and self-esteem through tasks.

	When working in groups children are expected to share ideas and resources and encourage and support each other. By promoting high expectations through the setting of ground rules, pupils are rewarded for positive behaviour using Class Dojo.		
Music	**Performing** •Do they breathe in the correct place when singing? •Can they sing and use their understanding of meaning to add expression? •Can they maintain their part whilst others are performing their part? •Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? **Challenging** •Can they use pitches simultaneously to produce harmony by building up simple chords? •Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	**Composing** *(incl. notation)* •Can they change sounds or organise them differently to change the effect? •Can they compose music which meets specific criteria? •Can they use their notations to record groups of pitches (chords)? •Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music? **Challenging** •Do they understand the relation between pulse and syncopated patterns? •Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?	**Appraising** •Can they describe, compare and evaluate music using musical vocabulary? •Can they explain why they think their music is successful or unsuccessful? •Can they suggest improvements to their own or others' work? •Can they choose the most appropriate tempo for a piece of music? •Can they contrast the work of famous composers and show preferences? **Challenging** •Can they explain how tempo changes the character of music? •Can they identify where a gradual change in dynamics has helped to shape a phrase of music?
Music & British Values 🇬🇧	The curriculum promotes tolerance and understanding of other cultures by incorporating music from many parts of the world.		
PE	**Netball** •Can they gain possession by working as a team? •Can they pass in different ways? •Can they use forehand and backhand with a racquet? •Can they field? •Can they choose the best tactics for attacking and defending? •Can they use a number of techniques to pass, dribble and shoot? **Hockey**		**Gym** •Can they make complex or extended sequences? •Can they combine action, balance and shape? •Can they perform consistently to different audiences? •Are their movements accurate, clear and consistent? **Football** •Can they gain possession by working as a team? •Can they pass in different ways?

	•Can they link skills, techniques and ideas and apply them accurately and appropriately? •Do they show good control in their movements?	•Can they use forehand and backhand with a racquet? •Can they field? •Can they choose the best tactics for attacking and defending? •Can they use a number of techniques to pass, dribble and shoot?
PE & British Values	Within the PE Curriculum children have the opportunity to develop their teamwork and resilience and must demonstrate a mutual respect to their peers. Children need to work with their peers in all aspects of PE and Sport and demonstrate good teamwork in order to succeed. This also means being gracious in defeat and showing sportsmanship and respect both on and off the pitch. Resilience and self-esteem are developed on a lesson by lesson basis, with the development of new skills only being enhanced by new experiences and learning to try again. Rule of law and democracy are essential in PE and Sport as everyone has to play by the rules.	
PSHE	Self Awareness/ Keeping safe and healthy I can talk about what I'm good at and what I need to improve upon e.g. my strengths and areas for development I can explain my opinion about different subjects, including topical issues I can discuss different opinions and make informed decisions and choices I can appreciate the opinions of other people, even when I don't agree with them. I can explain how to keep safe in different circumstances, such as at home and 'out and about' I can explain what to do in an emergency I can describe a healthy lifestyle in some detail, including the benefits of healthy eating, exercise and personal hygiene I can discuss the differences between medicines and harmful drugs I can explain what drugs are and know that all medicines are drugs, but not all drugs are medicines. I can talk about major landmarks in my life I can talk about the stages in the human life cycle and describe how our bodies change as we approach puberty (Y5 Y6) I can talk about me, my family, where I live and the people I meet. I can recognise similarities and differences between myself and other people	
British Values & PSHE	We endeavour to ensure that all pupils: ✓ Are reflective about their own beliefs and perspectives on life, and the extent to which they are the same as/ different to others' faith, feelings and values. ✓ Show an interest in investigation and offering reasoned views about moral and ethical issues, and appreciate the viewpoints of others. ✓ Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities. ✓ Recognise the difference between right and wrong, understanding that actions have consequences, and apply this in their own lives by respecting the law. ✓ Cooperate well, celebrate diversity and resolve conflicts effectively. ✓ Engage positively with life in a democracy. ✓ Understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experience of life in modern Britain.	

Subject Spring Term	**KS2 History:** The achievements of the earliest civilizations –an overview of the impact the Ancient Egyptians had on our society <u>**Explorers of the Ancient World**</u> **How can we re-discover the wonders of Ancient Egypt?** **Stunning Start:** Visit from a Pharaoh
Learning Challenges	1. Where is Egypt and why do so many people enjoy going on holiday there? 2. What is an archaeologist and how have they helped us find out about the past? 3. How can you recreate the wonder of the Pyramids? 4. **Marvellous Middle:** What have we learnt from the Ancient Egyptians writing –(Create time capsule)? 5. Who were the Pharaohs, and why were they very important? 6. What would you ask an Ancient Egyptian? 7. **Fantastic Finish:** How can we all go Strictly Come Egyptian dancing?
Literacy Links	LC6: Children to think of the questions they would wish to ask an Ancient Egyptian, if they met one. LC1: Opportunities for research about Egypt –its geographical location and its history. LC5: Opportunities for distinctive research on the Pharaohs, about individual pharaohs and how they were regarded. LC4: Children will discuss what they would leave in a time capsule if they wanted someone to make sense of our way of life in 2000 years time.
Grammar texts	Blue John
Literacy	**Myth writing** My myth is about gods and goddesses It is set in ancient times It features danger or revenge It includes use of magical powers I used powerful imagery My characters are heroes My myth explains a strange or important happening It features strange, frightening creatures **Legend writing** My legend is about people It has a possible basis of truth It features monsters or strange beasts It features some magical powers It includes brave, heroic characters It places emphasis on brave heroes and daring deeds

It may feature battles/fights/struggles

It makes a distinction between honour and dishonour

Good defeats evil

My legend includes a traditional ending

Explanation text

My text explains how or why somethingworks or happens

The title is a question

My text may begin 'How' or 'Why'

I used an introductory opening statement

I gave information in a series of steps

I used helpful diagrams

I used chronological order

I used verbs in present tense

I used technical words

I used time and causal connectives

My text answers the title question

Modern and Classic poems

I have used an interesting form for my poem

The style is distinctive and memorable

I used repetition or word play to effect

I thought about rhyme and sound patterns

I chose words carefully

I deliberately positioned words and phrases

I showed feelings and mood

I included a message for the reader

I made a link between the poem and the title

My poem could be enjoyed more than once

Maths Links	

| Science | Earth and Space
•Can they identify and explain the movement of the Earth and other plants relative to the sun in the solar system?
•Can they explain how seasons, and the associated weather, is created?
•Can they describe and explain the movement of the Moon relative to the Earth?
•Can they describe the sun, earth and moon as approximately spherical bodies? | Forces
•Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?
•Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?
•Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?
Challenging |

	•Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky? **Challenging** •Can they compare the time of day at different places on the earth? •Can they create shadow clocks? •Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge? •Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus)	•Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction) •Can they design very effective parachutes? •Can they work out how water can cause resistance to floating objects? •Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation?
History	**Chronological understanding** •Can they use dates and historical language in their work? •Can they draw a timeline with different time periods outlined which show a range of information, such as, periods of history? •Can they use their mathematical skills to work exact time scales and differences as need be? **Challenging** •Can they create timelines which outline the development of specific features, such as medicine; weaponry; transport, etc. **Knowledge and interpretation** •Can they describe historical events from the different period/s they are studying/have studied? •Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? •Do they appreciate that significant events in history have helped shape the country we have today? **Challenging** •Do they appreciate how plagues and other major events have created huge differences to the way medicines and health care was looked at? **Historical enquiry** •Can they test out a hypothesis in order to answer a question? •Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? **Challenging** •Can they research the life of one person who has had an influence on the way Great Britain is divided into four separate countries?	
Geography		
Art		
DT	**Developing, planning and communicating ideas** •Can they come up with a range of ideas after they have collected information? •Do they take a user's view into account when designing? •Can they produce a detailed step-by-step plan?	

•Can they suggest some alternative plans and say what the good points and drawbacks are about each?

Working with tools, equipment, materials and components to make quality products

•Can they explain why their finished product is going to be of good quality?

•Can they use a range of tools and equipment expertly?

Evaluating processes and products

•Do they keep checking that their design is the best it can be?

•Do they check whether anything could be improved?

•Can they evaluate appearance and function against the original criteria?

Breadth of study

Stiff and flexible sheet materials

•Are their measurements accurate enough to ensure that everything is precise?

•How have they ensured that their product is strong and fit for purpose?

Textiles

•Do they think what the user would want when choosing textiles?

•How have they made their product attractive and strong?

•Can they make up a prototype first?

•Can they use a range of joining techniques?

Mouldable materials

•Are they motivated enough to refine and improve their product?

•Do they persevere through different stages of the making process?

Computing	**Algorithms and Programs** •Can they combine sequences of instructions and procedures to turn devices on or off? •Do they understand input and output? •Can they use an ICT program to control an external device that is electrical and/or mechanical? •Can they use ICT to measure sound or light or temperate using sensors? •Can they explore 'What is' questions by playing adventure or quest games? •Can they write programs that have sequences and repetitions? **Databases** •Can they create a formula in a spreadsheet and then check for accuracy and plausibility? •Can they search databases for information using symbols such as = > or <? •Can they create databases planning the fields, rows and columns? •Can they create graphs and tables to be copied and pasted into other documents?
E-Safety	**Knowledge & understanding** •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online?

- •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content?
- •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented?
- •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)?
- •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded?
- •Do they understand that some messages may be malicious and know how to deal with this?
- •Do they understand that online environments have security settings, which can be altered, to protect the user?
- •Do they understand the benefits of developing a 'nickname' for online use?
- •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information?
- •Do they know that it is unsafe to arrange to meet unknown people online?
- •Do they know how to report any suspicions?
- •Do they understand they should not publish other people's pictures or tag them on the internet without permission?
- •Do they know that content put online is extremely difficult to remove?
- •Do they know what to do if they discover something malicious or inappropriate?

Skills
- •Do they follow the school's safer internet rules?
- •Can they make safe choices about use of technology?
- •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc?
- •Can they create strong passwords and manage them so that they remain strong?
- •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school?
- •Can they competently use the internet as a search tool?
- •Can they reference information sources?
- •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources?
- •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?

Music	Performing	Composing (incl. notation)	Appraising
	•Do they breathe in the correct place when singing?	•Can they change sounds or organise them differently to change the effect?	•Can they describe, compare and evaluate music using musical vocabulary?
	•Can they sing and use their understanding of meaning to add expression?	•Can they compose music which meets specific criteria?	•Can they explain why they think their music is successful or unsuccessful?
	•Can they maintain their part whilst others are performing their part?	•Can they use their notations to record groups of pitches (chords)?	•Can they suggest improvements to their own or others' work?

	•Can they perform 'by ear' and from simple notations? •Can they improvise within a group using melodic and rhythmic phrases? •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? **Challenging** •Can they use pitches simultaneously to produce harmony by building up simple chords? •Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?	•Can they use a music diary to record aspects of the composition process? •Can they choose the most appropriate tempo for a piece of music? **Challenging** •Do they understand the relation between pulse and syncopated patterns? •Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?	•Can they choose the most appropriate tempo for a piece of music? •Can they contrast the work of famous composers and show preferences? **Challenging** •Can they explain how tempo changes the character of music? •Can they identify where a gradual change in dynamics has helped to shape a phrase of music?
PE	**PLA** **Gym** •Can they make complex or extended sequences? •Can they combine action, balance and shape? •Can they perform consistently to different audiences? •Are their movements accurate, clear and consistent?	**Dance** •Do they plan and perform dances confidently? •Can they compose motifs and plan dances creatively and collaboratively in groups? •Can they adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use? •Can they perform different styles of dance clearly and fluently? •Do they organise their own warm-up and cool-down exercises? •Do they show an understanding of safe exercising? •Can they recognise and comment on dances, showing an understanding of style? •Can they suggest ways to improve their own and other people's work? **Challenging** •Do they use their understanding of composition to create dance phrases for themselves and others in their group? •Do they use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles? •Can they show expression in their dances and sensitivity to music? •Can they organise their own warm-up and cool-down exercises?	

		•Can they show that they understand why warming-up is important for a good performance? •Can they identify the form and structure of a dance? •Can they make imaginative suggestions as to how to improve their own and other people's work? HRE
PSHE	**Social Skills, Empathy and Motivation** I can talk about the factors that help me to learn or hinder my learning I am able to persevere, even when experiencing difficulties, and try additional and alternative approaches. I can play and learn with others, cooperating and sharing responsibilities and tasks. I know that people have different opinions and try to understand their points of view. I can communicate effectively with people, listening carefully and taking turns to speak about my opinions or ask relevant questions at appropriate times I can listen to, respond to and interact with others I can work well in a group and can tell you what helps my group to work well together I can justify my opinions during a discussion or debate. I can explain what bullying is and what to do if I or someone I know is being bullied I can describe how to resist pressure from other people who want me to do silly, unkind or dangerous things I can describe rules that apply in different circumstances	

Subject **Summer Term**	**KS2 History:** A study of an aspect or theme in British history that extends pupils' chronology beyond 1066: Hitler's invasion of Europe and its impact on Britain. **KS2 Geography:** Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **What makes a good leader?** **How could Hitler have convinced a nation like Germany to follow him?** Stunning Start: Children come to school dressed as WWII evacuees and listen to the radio broad cast that announced to Britain that we were at war with Germany.
Learning Challenges	1. Why did World War 2 start and what part did Hitler have in it? 2. Why did the Jewish nation suffer as a result of Hitler coming to power? 3. What can we learn about this period from the Anne Frank diaries? 4. **Marvellous Middle:** trip to Michelham Priory 5. What happened in Munich in 1938 and why did Britain feel betrayed by Hitler? 6. Why was the Battle of Britain significant in World War 2? 7. Who was Winston Churchill and what part did he play in the war? 8. How have different European artists captured the horror of the war? 9. **Fantastic Finish:** Using photographic images sourced from the Internet put together your story as though you lived during this period – could be done with Adobe voice
Literacy	**Additional verse to a poem** My verse fits in with the rest of the poem I used correct rhyme pattern My rhymes make sense I used an appropriate rhythm pattern I used an effective choice of words I used helpful punctuation and font size I considered sounds of words **Story** My story opening grabs and holds the reader's interest The reader finds out: where, when and who The characters reveal something about themselves I used a balance of sentence type and paragraphs I varied the sentence structure and punctuation I used sufficient complex vocabulary

Created by Focus Education, adapted by Three Bridges Primary School

	My descriptions are clear so that they can be visualised I kept the style consistent I hinted that there would be action later in the story **Fable** My fable is a complete story I made it clever or amusing I made it quite short I used animals as main characters I treated animals as people I used capital letters My story can be understood I included a moral at the end
Literacy Links	Opportunities for children to carry out research on: LC1 –about Hitler's rise to power; LC2 –The suffering of the Jews in WW2 LC3 –Anne Frank's Diaries LC4 –The Munich Treaty LC5 –The Battle of Britain LC6 –Winston Churchill
Grammar texts	The Silver Sword
Science	**Properties and Changes to materials** •Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets? •Can they explain how some materials dissolve in liquid to form a solution? •Can they describe how to recover a substance from a solution? •Can they use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving, evaporating? •Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic? •Can they describe changes using scientific words? (evaporation, condensation) •Can they demonstrate that dissolving, mixing and changes of state are reversible changes? •Can they explain that some changes result in the formation of new materials, and that this kid of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda? •Can they use the terms 'reversible' and 'irreversible'? **Challenging** •Can they describe methods for separating mixtures? (filtration, distillation) •Can they work out which materials are most effective for keeping us warm or for keeping something cold?

<td style="background:orange"></td>	•Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases) •Can they explore changes that are difficult or averse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda? •Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)?
History	**Chronological understanding** •Can they use dates and historical language in their work? •Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.? •Can they use their mathematical skills to work exact time scales and differences as need be? **Challenging** •Can they create timelines which outline the development of specific features, such as events in World War 2, etc? **Knowledge and interpretation** •Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? •Do they appreciate that significant events in history have helped shape the country we have today? •Do they have a good understanding as to how crime and punishment has changed over the years? **Challenging** •Do they know the names of the major leaders in Europe and America during World War 2? **Historical enquiry** •Can they test out a hypothesis in order to answer a question? •Do they appreciate how historical artefacts have helped us understand more about British lives in the present and past? **Challenging** •Can they research the life of one person who has had an influence on the way the war ended?
Geography	**Geographical Enquiry** •Can they plan a journey to a place in another part of the world, taking account of distance and time? **Challenging** •Can they work out an accurate itinerary detailing a journey to another part of the world? **Physical Geography** •Can they explain why many cities of the world are situated by rivers? •Can they explain how a location fits into its wider geographical location; with reference to physical features? **Human Geography** •Can they explain why people are attracted to live by rivers? •Can they explain how a location fits into its wider geographical location; with reference to human and economical features?

	Geographical Knowledge •Can they name and locate many of the world's major rivers on maps? •Can they name and locate many of the world's most famous mountain regions on maps?
Art	•Do they successfully use shading to create mood and feeling? •Can they organise line, tone, shape and colour to represent figures and forms in movement? •Can they show reflections? •Can they explain why they have chosen specific materials to draw with? •Can they create all the colours they need? •Can they create mood in their paintings? •Can they express their emotions accurately through their painting and sketches? •Do they keep notes in their sketch books as to how they might develop their work further? •Do they use their sketch books to compare and discuss ideas with others?
DT	**Electrical and mechanical components** •Can they use different kinds of circuit in their product? •Can they think of ways in which adding a circuit would improve their product? **Cooking and nutrition** •Can they describe what they do to be both hygienic and safe? •How have they presented their product well?
Computing	**Communicating** •Can they use instant messaging to communicate with class members? •Can they conduct a video chat with someone elsewhere in the school or in another school?
E-Safety	**Knowledge & understanding** •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a 'nickname' for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions?

	•Do they understand they should not publish other people's pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate? **Skills** •Do they follow the school's safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information?	
Music		
PE	**Athletics** •Can they explain some important safety principles when preparing for exercise? •Can they explain what effect exercise has on their body? •Can they explain why exercise is important? •Are they controlled when taking off and landing in a jump? •Can they throw with accuracy? •Can they combine running and jumping? •Can they follow specific rules? **Rounders**	**Athletics** •Are they controlled when taking off and landing in a jump? •Can they throw with accuracy? •Can they combine running and jumping? •Can they follow specific rules? •Can they compare and comment on skills, techniques and ideas that they and others have used? •Can they use their observations to improve their work? **Stoolball**
PSHE	**Skills that promote an awareness of spirituality** I can say what I think worship is and describe how different people worship I can talk about faith in terms of what I belief or what others believe I can respond sensitively to poetry, art, music and the Creation with 'awe and wonder' I can use appropriate language and concepts to describe the spiritual dimension of life **Environmental awareness and Global Citizenship** I can research and debate environmental issues in the local area and in the wider world. I can explain how people protect or damage the local or the global environment I can describe the ways of life and cultures of people who live in different parts of the world	

	I can use books, DVDs, newspaper and television to explain how people may be similar or different because of their background, language, religion or colour. I can use my knowledge of the world around me to explain the word 'stereotype' and identify when stereotypes are being used I can begin to describe how different parts of the world are different in terms of resources and money I can begin to describe how different parts of the world are linked by trade and why some people gain more from this than others I can talk about people and organisations who contribute to the community locally, nationally or internationally I can explain how decisions are made locally, national and internationally. I can begin to explain how laws are made I can talk about some different jobs people do and perhaps the job I would like to do in the future I can use my knowledge of the world around me to describe how anti-social behaviour can impact on our whole community

MFL end of year expectations	Listening and responding	Speaking	Reading and responding	Writing
	•Do they understand longer passages made up of familiar language in simple sentences? •Can they identify the main points and some details?	•Can they hold a simple conversation with at least 3-4 exchanges? •Can they use their knowledge of grammar to adapt and substitute single words and phrases?	•Can they understand a short story or factual text and note some of the main points? •Can they use context to work out unfamiliar words?	•Can they write a paragraph of about 3-4 simple sentences? •Can they adapt and substitute individual words and set phrases? •Can they use a dictionary or glossary to check words they have learnt?