

## 2014 National Curriculum Coverage at Langney Primary School – Year 5

**Vision Statement:**

'At the **forefront of education**, our vision is to provide opportunity and excellence in all branches of learning. By creating a **flagship** school that is a '**Centre of Excellence**' in scores of disciplines, academic and beyond, each unique **child's potential** is explored and natural talents discovered. At Langney Primary School our vision is to uphold the balance between **EXCELLENCE** (standards) and the **ENJOYMENT** of learning. Our school ethos places emphasis on physical, social and emotional health to ensure a **healthy body and mind for our pupils, parents and staff** (School Vision Statement March 2019).

**School Motto:**

"Active Body, Healthy Mind"

**Curriculum Intent:**

- 1) **INNOVATION**
- 2) **CENTRE OF EXCELLENCE IN ALL DISCIPLINES**
- 3) **TALENT DISCOVERY**
- 4) **RAISING ASPIRATIONS & LIFE CHANCES**
- 5) **BALANCE BETWEEN EXCELLENCE (STANDARDS) and ENJOYMENT**
- 6) **HEALTH & WELL-BEING**

**Core Values:**

The individual school character is based on the following shared core values which underpin our behaviour principles and interactions with each other:

Mutual Respect
Aspiration
Appreciation
Positivity
Forgiveness

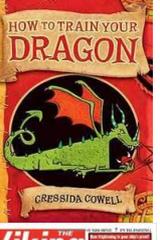
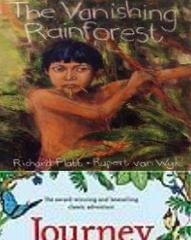
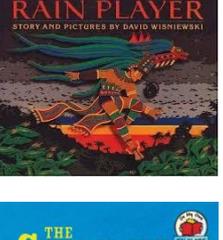
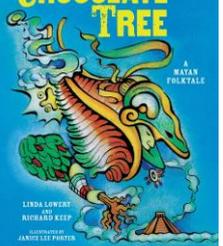
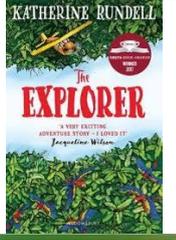
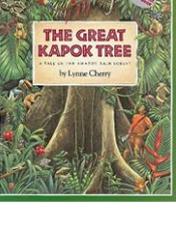
<a href="#">VR/AR Resources</a>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
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### Stunning Start and Fabulous Finish

<b>Stunning Start</b>	Battle Re-enactment	Discovery of dragon eggs	Documentary (Endangered species)	Virtual reality in Space	Choco-Fest	Zumba dance (Brazil-themed)
<b>Fab Finish</b>	Anglo Saxon Brooch Making	Christmas decoration workshop	Conservationist or planting seeds	Planetarium visit (In-school)	Film afternoon with hot chocolate and biscuits	Carnival

### Coverage

Term	Term 1 7 weeks	Term 2 7 weeks	Term 3 6 weeks	Term 4 6 weeks	Term 5 6 weeks	Term 6 7 weeks
Topic Title	<b>Invaders and Settlers</b>	<b>Raiders and Traders</b>	<b>Where Have All The Flowers gone?</b>	<b>Spacebound</b>	<b>Make It Rain</b>	<b>Eco-Warriors</b>
Writing Genres	Description Diary Entry (recount) Book review	Newspaper reports Non-chronological Report	Discussion Text Contrasting descriptions Persuasive letter	Balanced argument (expository essay) Poetry Narrative	Instructions Narrative (including dialogue)	Persuasion Non-chronological report Diary Entry (Recount)
Reading Genres	Mix of fiction and non-fiction	Mix of fiction and non-fiction	Mix of fiction and non-fiction	Mix of fiction and non-fiction	Mix of fiction and non-fiction	Mix of fiction and non-fiction

Core Text	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	  	  	 	 	 	 

<p>Science</p>	<p><b><u>Scientific Enquiry</u></b></p> <ul style="list-style-type: none"> <li>I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>I can use test results to make predictions to set up further comparative and fair tests.</li> <li>I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</li> <li>I can identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p><b><u>Physics: Forces</u></b></p> <ul style="list-style-type: none"> <li>I can explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object.</li> <li>I can identify the effects of air resistance, water resistance and friction, that act between the moving surfaces.</li> <li>I can recognise that some mechanisms including leavers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b><u>Biology: Living Things and Their Habitats</u></b></p> <ul style="list-style-type: none"> <li>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>I can describe the life process of reproduction in some plants and animals. Animals (including humans)</li> </ul>	<p><b><u>Physics: Earth and Space</u></b></p> <ul style="list-style-type: none"> <li>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>I can describe the movement of the Moon relative to the Earth.</li> <li>I can describe the Sun, Earth and Moon as approximately spherical bodies. I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p><b><u>Biology: Animals (including humans)</u></b></p> <ul style="list-style-type: none"> <li>I can describe the changes as humans develop to old age</li> </ul>	<p><b><u>Chemistry: Properties and Changes in Materials</u></b></p> <ul style="list-style-type: none"> <li>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>I can understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>I can demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>
<p>Science</p> <p>Key Scientists Websites on Kent Scheme of work.</p>		<p>Sir Isaac Newton</p>	<p>Berry J. Brosi (bees)</p>	<p>Aristotle</p>	<p>Professor Robert Winston</p>	<p>Lavoisier Mendeleyev Sir Humphry Davy John Dalton Marie Curie Royal Society of Chemistry – ‘The 175 Faces</p>
<p>Computing</p>	<p><b><u>The ins and outs of computers</u></b></p> <ul style="list-style-type: none"> <li>I can explore the history of modern computers</li> <li>I can identify the main components in a digital device</li> <li>I can compare and contrast different computers</li> <li>I can locate key components in a computer</li> <li>I can identify how hardware affects software</li> </ul>	<p><b><u>Programming</u></b></p> <ul style="list-style-type: none"> <li>I can familiarise myself with the way a robot functions.</li> <li>I can sequence a set of instructions into a logical order.</li> <li>I can trigger sections of code by broadcasting.</li> <li>I can use and adapt a program that uses real-time controls.</li> <li>I can create a pseudo random output.</li> </ul>	<p><b><u>Electronic Safety</u></b></p> <ul style="list-style-type: none"> <li>I can explain what an e-safety worry is and how to deal with them. I can explain the dangers and need for age restrictions for digital games</li> <li>I can explain the dangers associated with giving away personal information online.</li> <li>I can explain some of the dangers associated with posting videos.</li> <li>I can find evidence to prove or disprove the content of a website.</li> <li>I can suggest ways to improve our school's e-safety.</li> </ul>	<p><b><u>Data Handling</u></b></p> <ul style="list-style-type: none"> <li>I can write and use the most effective formula for a specific set of calculations.</li> <li>I can explain the differences between the Boolean, Text and Numeric data types.</li> <li>I can use a filter to find specific information.</li> <li>I can plan and build a spreadsheet that has a purpose.</li> </ul>	<p><b><u>Programming 2</u></b></p> <ul style="list-style-type: none"> <li>I can recall the name of, and explain the use of, blocks used in Flowol.</li> <li>I can use a decision box in a sequence to allow more than one output.</li> <li>I can programme a variable output in Flowol.</li> <li>I can fragment a system into separate sequences and program those sequences.</li> <li>I can create a variable that is controlled by a set of delays that I have chosen to be appropriate.</li> </ul>	<p><b><u>Digital Presentation</u></b></p> <ul style="list-style-type: none"> <li>I can work with 'X' 'Y' and 'Z' axis' to create a digital shape.</li> <li>I can use familiar CAD tools with more accuracy.</li> <li>I can add context to a CAD object by specifying and justifying what materials could be used in construction.</li> <li>I can use accurate measurements when designing a CAD model.</li> <li>I can use tools that help me create CAD objects to scale.</li> <li>I can use a wide range of CAD tools independently and accurately.</li> </ul>
<p>E-Safety</p>	<ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly</li> <li>Recognise acceptable / unacceptable behaviour</li> <li>Identify a range of ways to report concerns about content and contact</li> </ul>					
<p>History</p>	<p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>I can order significant events, movements and dates on a timeline.</li> <li>I can use a timeline to describe the changes in a period of history.</li> </ul> <p><b><u>British, Local and World History:</u></b></p>	<p><b><u>British, Local and World History: Vikings Struggle between Anglo-Saxons and Vikings up to 1066</u></b></p> <ul style="list-style-type: none"> <li>I can explain the Viking and Anglo-Saxon struggle for the Kingdom of</li> </ul>			<p><b><u>A non – European society study that provides contrasts with British History.</u></b></p> <p><b><u>Mayan Ancient civilisation</u></b></p> <ul style="list-style-type: none"> <li>I can evaluate evidence and sources to choose the most</li> </ul>	

**BRITAIN'S SETTLEMENT BY ANGLO-SAXON AND SCOTS**

- I can explain Britain's settlement by Anglo-Saxons and Scots.
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture.
- I can explain how historical events occurred at the same time as others in different locations.

**Historical Enquiry:**

- I can investigate my own questions and lines of enquiry.

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.

reliable forms when finding out about the past.

- I can give reasons for why there may be different interpretations of history.
- I can explain how some things in the past have affected and influenced life today.

Geography

**Place Knowledge**

- I can identify the main languages spoken in South America.
- I can identify flags of significant South American countries.

**Locational Knowledge**

- KS1 Review – I can name and locate the seven continents of the world (North America, South America, Europe, Asia, Oceania/ Australasia, Antarctica).
- KS1 Review - I can name the world's seven continents and five oceans (Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean).
- Year 3 Review – I can name and locate European countries and cities.
- Year 4 Review - I can name and locate the countries of South America and major cities.
- I can name and locate the countries of South America and major cities.

**Human and Physical Geography:**

- I can describe and understand key aspects of physical geography in South America: Significant features: famous landmarks in South America, tourist attractions in North America, famous monuments and stadiums (Machu Picchu, Igazu Falls, Angel Falls, Sacred Valley, Christ The Redeemer, Favelas)
- Rivers and waterfalls Igazu Falls (Argentina); Angel Falls (Venezuela) Mountains The Andes Volcanoes and earthquakes Chile earthquakes "Ring of Fire" earthquake resulting in tsunamis

**Geographical Skills and Fieldwork**

- I can use maps, atlases globes and digital mapping to locate countries and describe features studied.
- I can use the eight points of the compass to help build my knowledge of places.
- I can use symbols and key and four & six figure grid references to build my knowledge of U.K. and the wider world.
- I can do 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.

**Place Knowledge**

- I can understand geographical similarities and differences, through the study of human and physical geography, between a region of the U.K. and a region of South America.
- I can identify the main languages spoken in South America.
- I can identify flags of significant South American countries.

**Human and Physical Geography:**

- I can describe and understand key aspects of physical geography in South America: Climate zone tropical, subtropical, arid, wet Amazon Rainforest, desert, grassland. Biomes and Vegetation belts Amazon Rainforest, Los Glaciares National Park The water cycle
- I can describe and understand key aspects of human geography in South America Types of settlement and land use: cities, coastal towns, rural villages, forestry, agriculture, manufacturing plants, farming, soybean, palm oil. Economic activity including trade links: frozen meat, poultry, fish Distribution of natural resources including energy, food, minerals and water: iron, copper, oil and agriculture

<p style="text-align: center;"><b>Art &amp; Design</b></p>		<p style="text-align: center;"><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>I can combine materials and processes to design and make a 3D form.</li> </ul> <p style="text-align: center;"><b>Known Artists and designers</b></p> <ul style="list-style-type: none"> <li>I can relate art/ artists to different periods in history.</li> <li>I can research the work of artists, architects and designers by looking at their work in books, the internet, art galleries etc.</li> <li>I can create art in the style of an artist/architects or designer</li> </ul> <p style="text-align: center;"><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>I can use graphics, notes and annotations to show how I have developed my work.</li> <li>I can record my observations and use them to review and revisit ideas.</li> </ul> <p style="text-align: center;"><i>Mod roc dragons.</i></p>		<p style="text-align: center;"><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>I can identify and draw the effect of light or shade on something from different directions.</li> <li>I can experiment with creating the texture of different surfaces.</li> <li>I can produce increasingly accurate drawings different positions and in movement showing correct proportion and placement.</li> <li>I can start to show some perspective in my drawings.</li> <li>I can explain why I have used a particular material to draw with.</li> </ul> <p style="text-align: center;"><b>Known Artists and designers</b></p> <ul style="list-style-type: none"> <li>I can relate art/ artists to different periods in history.</li> <li>I can research the work of artists, architects and designers by looking at their work in books, the internet, art galleries etc.</li> <li>I can create art in the style of an artist/architects or designer</li> </ul> <p style="text-align: center;"><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>I can use graphics, notes and annotations to show how I have developed my work.</li> <li>I can record my observations and use them to review and revisit ideas.</li> </ul> <p style="text-align: center;"><i>Space</i></p>		<p style="text-align: center;"><b>Painting</b></p> <ul style="list-style-type: none"> <li>I can use a wide range of painting techniques.</li> <li>I can use different textures (e.g. screen printing, corrugated card, bubble wrap, sandpaper, torn paper)</li> <li>I can express myself and emotions accurately through paint.</li> </ul> <p style="text-align: center;"><b>Known Artists and designers</b></p> <ul style="list-style-type: none"> <li>I can relate art/ artists to different periods in history.</li> <li>I can research the work of artists, architects and designers by looking at their work in books, the internet, art galleries etc.</li> <li>I can create art in the style of an artist/architects or designer</li> </ul> <p style="text-align: center;"><b>Sketchbooks</b></p> <ul style="list-style-type: none"> <li>I can use graphics, notes and annotations to show how I have developed my work.</li> <li>I can record my observations and use them to review and revisit ideas.</li> </ul> <p style="text-align: center;"><i>Carnival art</i></p>
<p style="text-align: center;"><b>Art &amp; Design</b></p> <p style="text-align: center;">Knowledge and Appreciation of Artists and Designers</p>		<p style="text-align: center;">James Doran Webb Dan Reeder Matthew Crabb</p>		<p style="text-align: center;">Sarah Maycock</p>		<p style="text-align: center;">Andy Warhol Richard Klingbeil</p>
<p style="text-align: center;"><b>Design Technology</b></p>	<p style="text-align: center;"><b>STRUCTURES: FRAME STRUCTURES</b></p> <p style="text-align: center;"><b>Evaluating existing products</b></p> <ul style="list-style-type: none"> <li>I can carry out research into user needs and existing products; using surveys, interview, questionnaires and web-based resources.</li> <li>I can investigate and evaluate a range of existing frame structures.</li> <li>I can research key events and individuals relevant to frame structures.</li> </ul> <p style="text-align: center;"><b>Design</b></p> <ul style="list-style-type: none"> <li>I can develop a simple design specification to guide the development of my ideas and products, taking account of constraints including time, resources and cost.</li> <li>I can generate, develop and model innovative ideas through discussion, prototypes and annotated sketches</li> </ul>	<p style="text-align: center;"><b>Let's Get Cooking</b></p> <p style="text-align: center;"><b>FOOD: CELEBRATING CULTURE AND SEASONALITY</b></p> <p style="text-align: center;"><b>Evaluating existing products</b></p> <ul style="list-style-type: none"> <li>I can carry out sensory evaluations of a range of relevant products and ingredients; recording the evaluations using e.g. tables/graphs/charts such as star diagrams.</li> <li>I understand how key chefs have influenced eating habits to promote varied and health diets.</li> </ul> <p style="text-align: center;"><b>Design</b></p> <ul style="list-style-type: none"> <li>I can generate innovative ideas through research discussion with peers and adults to develop a design brief and criteria for a design specification.</li> <li>I can explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose.</li> <li>I can use words, annotated sketches and information and</li> </ul>			<p style="text-align: center;"><b>ELECTRICAL SYSTEMS: MORE COMPLEX SWITCHES AND CIRCUITS</b></p> <p style="text-align: center;"><b>Evaluating existing products</b></p> <ul style="list-style-type: none"> <li>I can investigate famous inventors who developed ground-breaking electrical systems and components.</li> </ul> <p style="text-align: center;"><b>Design</b></p> <ul style="list-style-type: none"> <li>I can use research to develop a design specification for a functional product that responds automatically to changes in the environment. I take account of constraints including time, resources and cost.</li> <li>I can generate and develop innovative ideas and share and clarify these through discussion.</li> <li>I can communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams.</li> </ul> <p style="text-align: center;"><b>Make</b></p> <ul style="list-style-type: none"> <li>I can formulate a step-by-step plan to guide making,</li> </ul>	

	<p><b>Make</b></p> <ul style="list-style-type: none"> <li>I can formulate a clear plan, including step-by-step list of what needs to be done and lists of resources to be used.</li> <li>I can competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks.</li> <li>I can use finishing and decorative techniques suitable for the product I am designing and making.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>I can critically evaluate my products against my design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.</li> </ul> <p><b>Technical Knowledge and Understanding.</b></p> <ul style="list-style-type: none"> <li>I understand how to strengthen, stiffen and reinforce 3D frameworks.</li> <li>I know and use technical vocabulary to the project.</li> </ul> <p><i>Spaghetti Bridges</i></p>		<p>communication technology as appropriate to develop and communicate ideas.</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>I can write a step-by-step recipe, including a list of ingredients, equipment and utensils.</li> <li>I can select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients.</li> <li>I can make, decorate and present the food product appropriately for the intended user and purpose.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>I can evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements.</li> </ul> <p><b>Technical Knowledge and Understanding.</b></p> <ul style="list-style-type: none"> <li>I know how to use utensils and equipment including heat sources to prepare and cook food.</li> <li>I understand about seasonality in relation to food products and the sources of different food products.</li> <li>I know and use relevant technical and sensory vocabulary.</li> </ul> <p><i>Endangered animals biscuits</i></p>		<p>listing tools, equipment, materials and components.</p> <ul style="list-style-type: none"> <li>I can competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product.</li> <li>I can create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>I can continually evaluate and modify the working features of the product to match the initial design specification.</li> <li>I can test the system to demonstrate its effectiveness for the intended user and purpose.</li> </ul> <p><b>Technical Knowledge and Understanding.</b></p> <ul style="list-style-type: none"> <li>I can understand and use electrical systems in my products.</li> <li>I can apply my understanding of computing to program, monitor and control my products.</li> <li>I know and use technical vocabulary relevant to the project.</li> </ul>	
Spanish	<p><b>My Family and me</b> Names of family members and ages, conversations and descriptions</p>	<p><b>The Music Man</b> Types of music, opinions, instruments we play or would like to play</p>	<p><b>Around Town</b> Where I live naming places in the town, giving and understanding directions</p>	<p><b>Let's go shopping</b> Numbers, prices, roleplay conversation</p>	<p><b>Enjoy Your Meal</b> Types of food and drink, ordering in a café, role play conversations</p>	<p><b>Tell Me A Story</b> <b>Handa's Surprise</b> (animals/fruit) descriptions with adjectives, storytelling and writing)</p>
Music	<p><b>Singing</b></p> <ul style="list-style-type: none"> <li>I understand the importance of warming up my voice and establishing a good singing position.</li> <li>I can stop / start and respond to basic musical cues from the leader / conductor.</li> <li>I can sing with a good sense of the pulse internally, sing together and in time with the group.</li> <li>I can perform what I have learnt with increasing confidence.</li> <li>I can practise, rehearse and present performances with awareness of an audience.</li> <li>I can improvise using a range of patterns with my voice. Beginning to musically demonstrate an understanding and use of interrelated dimensions of music as appropriate e.g. getting louder / quieter (dynamics); higher / lower (pitch); faster / slower (tempo).</li> <li>I can compose lyrics for a composition. Beginning to musically</li> </ul>	<p><b>Woodwind</b></p> <ul style="list-style-type: none"> <li>I can hold a recorder correctly.</li> <li>I can perform three chords on the recorder.</li> <li>I can confidently perform what I have learnt showing fluency and accuracy.</li> <li>I can improvise using three chords on the recorder.</li> <li>I can create a composition using three chords on the recorder.</li> <li>I can perform what I have composed showing fluency and control on the recorder.</li> </ul>	<p><b>Keyboard</b></p> <ul style="list-style-type: none"> <li>I can confidently identify the notes C, D, E, F, G and A on the keyboard.</li> <li>I can confidently identify the notes C, D, E, F, G and A on Treble Clef.</li> <li>I can confidently identify the sharp notes on the keyboard.</li> <li>I can confidently practice what I have learnt showing fluency, control and accuracy in reading sheet music.</li> <li>I can confidently perform what I have learnt showing fluency, control and accuracy in reading sheet music.</li> </ul>	<p><b>Keyboard</b></p> <ul style="list-style-type: none"> <li>I can perform a Major Chord on the keyboard.</li> <li>I can perform a Minor Chord on the keyboard.</li> <li>I can improvise using four chords on the keyboard.</li> <li>I can create a composition on the keyboard using four chords</li> <li>I can compose a composition on the keyboard beginning to show control, accuracy and fluency on the Treble Clef. Beginning to musically demonstrate an understanding and use of interrelated dimensions of music as appropriate e.g. getting louder / quieter (dynamics); higher / lower (pitch); faster / slower (tempo).</li> </ul>	<p><b>String</b></p> <ul style="list-style-type: none"> <li>I can identify and tune my ukulele to the notes G, C, E and A confidently.</li> <li>I can perform three Major Chords on the ukulele and identify these on tabs.</li> <li>I can perform a Minor Chord on the ukulele and identify this on tab.</li> <li>I can perform a 7th chord and identify these on tab.</li> <li>I can perform what I have learnt starting to show fluency and accuracy on the ukulele.</li> </ul> <p><b>Percussion</b></p> <ul style="list-style-type: none"> <li>I can perform a rhythm in a group and can stop / start and respond to basic musical cues from the leader / conductor.</li> <li>I can compose a rhythm composition on the neutral clef as a group beginning to identify the different drums.</li> <li>I can perform what I have written with confidence.</li> </ul>	<p><b>String</b></p> <ul style="list-style-type: none"> <li>I can improvise using three Major chords, a Minor chord and a 7<sup>th</sup> chord on my ukulele.</li> <li>I can create a composition on using three Major chords, a Minor chord and a 7<sup>th</sup> chord on the ukulele and record these using tab.</li> </ul>

	<p>demonstrate an understanding and use of interrelated dimensions of music as appropriate e.g. getting louder / quieter (dynamics); higher / lower (pitch); faster / slower (tempo).</p> <ul style="list-style-type: none"> <li>I can perform my composition to an audience showing fluency, control and accuracy with my voice.</li> </ul>					
<b>Physical Education</b>	<p><b>Football</b> fundamental movements &amp; ball skills</p> <p><b>Team building</b> (OAA)</p> <p><b>Health Related Fitness</b></p>	<p><b>Rugby</b> movement &amp; handling skills</p> <p><b>Hockey</b> movement &amp; handling skills</p> <p><b>Gymnastics</b> travel (solo and partner), balance, rolls, body control</p>	<p><b>Basketball</b> team skills, ball handling</p> <p><b>Netball</b> team skills, ball handling</p> <p><b>Dance</b> Movement, creating choreography, performance</p>	<p><b>Handball</b> team skills, ball handling</p> <p><b>Gymnastics</b> rolling, flight, choreography, performance</p>	<p><b>Tennis</b> Striking a ball, racket grip, ball control</p> <p><b>Quick cricket</b> Striking a ball, throwing and catching, bowling a ball</p> <p><b>Dance</b> Movement, creating choreography, performance</p>	<p><b>Athletics</b> Running, jumping, throwing technique, strength and stamina <i>*Sports Day Practice</i></p> <p><b>OAA</b> team building, problem solving map reading, independent orienteering</p> <p><b>Mindful Movement</b> Yoga type activities</p>
<b>PSHE (Jigsaw)</b>	<p><b><u>Being Me in My World</u></b></p> <ul style="list-style-type: none"> <li>I can face new challenges positively and know how to set personal goals.</li> <li>I understand my rights and responsibilities as a British citizen.</li> <li>I understand my rights and responsibilities as a British citizen and a member of my school.</li> <li>I can make choices about my own behaviour because I understand how rewards and consequences feel.</li> <li>I understand how an individual's behaviour can impact on a group.</li> <li>I understand how democracy and having a voice benefits the school community and know how to participate in this.</li> </ul>	<p><b><u>Celebrating Difference</u></b></p> <ul style="list-style-type: none"> <li>I understand the cultural differences sometimes cause conflict.</li> <li>I understand what racism is.</li> <li>I understand how rumour-spreading and name-calling can be bullying behaviours.</li> <li>I can explain the difference between direct and indirect types of bullying.</li> <li>I can compare my life with people in the developing world.</li> <li>I can enjoy the experience of a culture other than my own.</li> </ul>	<p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>I understand that I will need money to help me achieve some of my dreams.</li> <li>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs.</li> <li>I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it.</li> <li>I can describe the dreams and goals of young people in a culture different to mine.</li> <li>I understand that communicating with someone in a different culture means we can learn from each other and</li> <li>I can identify a range of ways that we could support each other.</li> <li>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</li> </ul>	<p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</li> <li>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</li> <li>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</li> <li>I understand how the media and celebrity culture promotes certain body types.</li> <li>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures.</li> <li>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.</li> <li>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</li> <li>I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean.</li> <li>I can explain how to stay safe when using technology to communicate with my friends.</li> </ul>	<p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"> <li>I am aware of my own selfimage and how my body image fits into that.</li> <li>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</li> <li>I can describe how boys' and girls' bodies change during puberty.</li> <li>I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.</li> <li>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</li> </ul>
<b>Religious Education (Discovery)</b>	<p><b><u>Hinduism Prayer and Worship</u></b></p> <p><i>What is the best way for a Hindu to show commitment to God?</i></p> <ul style="list-style-type: none"> <li>I can describe some of the ways that Hindus show commitment to God and have some understanding that they may do this in different ways.</li> <li>I can express why I think Hindus might choose different ways to show commitment to God.</li> </ul>	<p><b><u>Christianity Christmas</u></b></p> <p><i>Is the Christmas story true?</i></p> <ul style="list-style-type: none"> <li>I can start to explain the Christian belief that Jesus was the incarnation of God.</li> <li>I can start to express an opinion on whether the Christmas story is true.</li> </ul>	<p><b><u>Hinduism Hindu Beliefs</u></b></p> <p><i>How can Brahman be everywhere and in everything?</i></p> <ul style="list-style-type: none"> <li>I can start to explain the Christian belief that Jesus was the incarnation of God.</li> <li>I can start to express an opinion on whether the Christmas story is true.</li> </ul>	<p><b><u>Christianity Easter</u></b></p> <p><i>Did God intend Jesus to be crucified and if so, was Jesus aware of this?</i></p> <ul style="list-style-type: none"> <li>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of the events during Holy Week.</li> <li>I can start to express my opinion about Jesus' crucifixion being his destiny.</li> </ul>	<p><b><u>Sikhism Prayer and Worship</u></b></p> <p><i>What is the best way for a Sikh to show commitment to God?</i></p> <ul style="list-style-type: none"> <li>I can describe some of the ways that Sikhs show commitment to God and have some understanding that they may do this in different ways.</li> <li>I can give my opinion on what I think Sikhs should do to show commitment to God.</li> </ul>	<p><b><u>Christianity Beliefs and Practises</u></b></p> <p><i>What is the best way for Christians to show their commitment to God?</i></p> <ul style="list-style-type: none"> <li>I can describe some of the ways that Christians show commitment to God and have some understanding that they may do this in different ways.</li> <li>I can start to understand there are different degrees of commitment and that is up to individual Christians.</li> </ul>

**Outdoor Learning Opportunities:**

Place	Location	Activity
Marshland	local	Geog. Fieldwork

TBC	TBC	Forest School
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Visitor	Activity
Visitor from Herstmonceux Science Centre	Term 4 - Planetarium dome. Star Gazing and Planet Spotting.
Conservationist	Presentation on endangered species
Zumba instructor	Carnival dancing

Cross-Curricular Texts:		
Subject	Text	Title, Author and Synopsis
General – History Anglo-Saxon.	Anglo-Saxon Boy	Tony Bradman. Tells the story behind the Battle of Hastings through the eyes of fifteen-year-old Magnus, whose father is Harold Godwinson, lord of the Southern Saxons and future king of England, destined to die in battle against Duke William of Normandy.
	Beowulf	Michael Morpurgo. In fifth-century Denmark, a murderous monster stalks the night, and only the great prince of the Geats has the strength and courage to defeat him. Beowulf's terrifying quest to destroy Grendel, the foul fiend, a hideous sea-hag and a monstrous fire-dragon is the oldest surviving epic in British literature.
History Vikings	Viking Invader	This tabloid-style work contains illustrations and photographs, which help present a wealth of accurate historical material in an irresistible fashion.
	How to Train your Dragon	Hiccup (Jay Baruchel) is a Norse teenager from the island of Berk, where fighting dragons is a way of life. His progressive views and weird sense of humor make him a misfit, despite the fact that his father (Gerard Butler) is chief of the clan. Tossed into dragon-fighting school, he endeavors to prove himself as a true Viking, but when he befriends an injured dragon he names Toothless, he has the chance to plot a new course for his people's future.
Geography- South America	Vanishing Rainforest	This story, seen through the eyes of a child called Remaema, describes how the Yanomami tribe are battling against potential developers. Can a solution be found that will protect the forest and allow the tribe to continue living as they have always done, while benefiting from limited development?
	Journey to the River Sea	It is 1910 and Maia, tragically orphaned at thirteen, has been sent from England to start a new life with distant relatives in Manaus, hundreds of miles up the Amazon. She is accompanied by an eccentric and mysterious governess who has secret reasons of her own for making the journey.
Art – India ink drawing	The Sleeper and the Spindle	A thrillingly reimagined fairy tale from the truly magical combination of author Neil Gaiman and illustrator Chris Riddell - weaving together a sort-of Snow White and an almost Sleeping Beauty with a thread of dark magic, which will hold readers spellbound from start to finish.
Science - Space	Cosmic	It's one giant leap for all boy-kind in Frank Cottrell Boyce's out-of-this-world story: Cosmic. ... Long-legged Liam makes a giant leap for boy-kind by competing with a group of adults for the chance to go into space. Is Liam the best boy for the job? Sometimes being big isn't all about being a grown-up.
History – Mayan ancient civilisation	Rain Player	Here, a boy named Pik challenges Chac, the <b>god</b> of rain, to a game of "pok-a-tok"--a cross between soccer and basketball--in order to avert a foretold drought that would devastate his people.
	The Chocolate Tree	Kukulkán is more than a king--he is also a god. One day he brings his people an amazing gift: a chocolate tree! But there is just one problem. Kukulkán's brother, Night Jaguar, doesn't want regular people to have chocolate. He thinks only gods should eat the tempting treat. Will Night Jaguar prevail? Or will the Mayans get to keep their chocolate tree?
Geography – South America	The Explorer	At the heart of the novel is how her four main characters – aspiring explorer Fred, gloriously spiky Con and Brazilian siblings Lila and Max – embark on a journey of <b>self-discovery</b> , coming to terms with their situation and finding the <b>bravery and ingenuity</b> they need.
	The Great Kapok Tree	In the dense, green Amazon rain forest, a man has come to chop down a great Kapok tree. When he lies down to rest, the creatures that inhabit the <b>tree</b> and the surrounding forest come to whisper in his ear, each in its own fashion begging him to spare their home.