

Year 5 Curriculum Overview

YEAR 5	1 st half Autumn	2 nd half Autumn Forest School	1 st half Spring	2 nd half Spring	1 st half Summer	2 nd half Summer
ART	Mayans - ART: Drawing			ART: Printing		Jurassic Coast - ART: Painting
COMPUTING	Sketch Up	CS – Unplugged unit – Putting computers to work – algorithms	Excel – Formula	Programming – make a game	Online safety – online gaming	Blogging
DT		DT: Textiles – reusable Shopping bag (Link to global warming)	DT: Food – USA - Soul Food	DT: Food – USA - Soul Food	DT: Frame Structures (Castles)	
GEOGRAPHY		Global Warming		Natural Disasters		Jurassic Coast – Local Study Jurassic coast visit
HISTORY	Mayans		USA – Civil Rights		English Civil War Corfe Castle visit	
LANGUAGES (Spanish)						
MUSIC	Understanding the voice and musical terminology.	Notation – advanced skills	Blues music from USA – study of genre and musicians from the era.	Soul food cafe – year group performance	BSO live children's concert – appreciation and performance	Analysis of classical/contemporary pieces & music appreciation.
P.E.	Swimming IG: - Tag rugby	Swimming NW: Volleyball	Swimming Gymnastics	Dance SF: Cricket	Athletics Tri golf *	Football - a.m. SF: Rounders
PSHE	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
R.E.	SIKHISM: Beliefs in Action	CHRISTIANITY: Christmas	SIKHISM: Belief and Moral Values	CHRISTIANITY: Easter	SIKHISM: Prayer & Worship	CHRISTIANITY: Belief & Practices
SCIENCE	Forces	Earth and Space	Properties and changes of materials	Properties and changes of materials	Lifecycles and Reproduction	Human lifecycle

Year 5 Curriculum Overview

Art & DT	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Mayans ART: Drawing	Global Warming DT: Textiles reusable shopping bag	ART: Printing DT Link – Adding decorative finish to textiles product (reusable bag).	USA . DT: Food - Culture & Seasonality (Soul Food Café)	Civil War DT: Frame Structures Castles - Corfe Castle visit	Jurassic Coast ART: Painting Trip to the Jurassic Coast
Overarching Question	How can I use a variety of technique to add interesting effects?	How do designers create products that are sustainable, ethically sound and fit for purpose?	Can you create a screen-print design using two colours and print images onto canvas bags?	How can we provide an authentic culinary experience for our parents, which represents cuisine of the USA?	Which framework will provide the strongest structure?	Where can I find colour in nature?
Key Concepts & Vocab	Reflection, shadow, artificial and natural light, direction of sunlight	Ecological designers, sustainability, recyclable materials, ethical design	Collagraphy. Screen printing images onto the bags they have made.	nutrition, seasonality, culture, authenticity, adaptability,	research, frame structures, strengthening, stiffening,	Texture – thin, thin, course, smooth, splatter, dragging & combing
Key artists, designers, artwork, objects	Georges Seurat: Le Grands Jatte Gustave Caillebotte: Rainy Day Gerritt Dou – Woman with a candle / Degas – Ballet stage series Claude Monet – Regatta at Argenteuil Kathryn Mapes Turner Images of Mayan Temples	Selection of shopping bags. Examples of ethical design Examples of design using recyclable materials. Visit to product museum at Bournemouth Arts University to look at plastic products, sustainability & ethical design.	AUB visit Andy Warhol – screen printing	History of USA dishes Recipes for dishes such as gumbo, jambalaya, corn bread, etc.	Examples of castles (including Portchester castle) Diagrams and photos of key features of castles	Van Gough – Wheatfield Jackson Pollock Jurassic Coast landscapes: Tina Hiles, Caz Scott, Laura Adkins, Judith Ryde
Precis	Children are taught a variety of techniques to add interesting effects (e.g. reflection, shadows, direction of sunlight). Encourage them to sketch and collect their drawings in sketch books. Focus on light (differences between artificial and natural), differences in natural light throughout the day and how to represent these different modes of light and shade using the pencil & the skills practised.	Investigate work by designers and their impact on fabrics and products. investigate properties of textiles through investigation e.g. exploring insulating properties, water resistance, wear and strength of textiles. Practise fastening and joining techniques in focussed tasks. Agree design brief, plan and design their own shopping bag. Evaluate throughout.	Introduce Collagraphs: Design blocks and then create own blocks using string and/or cardboard. Pupils print a series of 3 prints, in the same colour then experiment, printing blocks that overlap and create interesting images that overlap and colour mix. Then advance to designing and creating a screen print, with an ecological theme to print on their canvas bags.	Learn about staple ingredients and popular dishes from cuisine of the south of the USA. Discuss why they were important to people working long hours for little money. Look at importance of spice. Decide on menu for soul food event. In small groups use food processing skills to prepare sufficient food for parent event. Serve dishes and use feedback from parents to evaluate the success of each dish.	Pupils investigate and make annotated drawings of a range castles. Use photographs and web-based research Work in groups to design a framework for a castle that will be strong and secure based on their research. Using the techniques shown, construct and strengthen their frameworks using materials they have selected, before cladding in suitable finishing materials	Landscape painting. Undertake a field trip: Sketching in the landscape - Create a colour palette based on colours observed in the natural or built world - look at the difference in colours between natural objects and built elements of the landscape, reflect this in colour samples. Observe from nature and draw brief sketches that can be used later as the basis for their final piece. .
Outcome:	Develop one of their sketches into a final piece for display.	Design, make and evaluate a reusable shopping bag with an environmental message (using recyclable materials if possible).	Create screen print, with an ecological theme to print on canvas bags. Initially with one mono-colour, then more advanced image using no more than two colours.	Design, make and evaluate a range of dishes from American cuisine that reflect the culture and can be put together to form a menu for the Soul Food Café event.	Design, make and evaluate a free-standing model of a castle, which includes the key features of those studied.	End product: Create a landscape painting using a variety of textural techniques or create own composition.
NC Skills & knowledge * Allergies check required	To create sketch books to record their observations and use them to review and revisit ideas. - To learn about great artists, architects and designers in history To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material	- Understand how key events and individuals in design and technology have helped shape the world. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Select from and use a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities.	- To improve their mastery of art and design techniques, including drawing, painting & sculpture with a range of materials e.g. pencil, charcoal, paint, clay. - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - About great artists, architects and designers in history.	- Understand and apply the principles of a healthy and varied diet. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques - Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	- Generate, develop, model and communicate their ideas. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	To create sketch books to record their observations and use them to review and revisit ideas. - About great artists, architects and designers in history. - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
Art Assessment Fundamentals	Vocabulary: To know, understand and use the following vocabulary accurately and with confidence: reflection, shadows, direction of light, artificial, natural, annotate, shading with pressure, hatching, cross-hatching, light and shadow, tone and texture, blending and smudging, stippling, reflections, natural light, sun direction, contrast, artificial light, colour palette, natural and built world, landscape, thick paint(impasto), expressionist, emotional response, watercolour blowing, line and wash, pointillism, dragging, wax resist, splatter, block out, flicking, observe from nature, textural techniques, composition, collagraph, collage, mono-print, triptych, screen print, organza, scree, overlay Drawing: * Know how to observe and record the effects of natural and artificial light and use shading to show light and shadow. * Know and recognise the source of light in other artist's work. * Know how to observe and record reflection when sketching Painting: * Know how to create a colour palette based on the natural and built world. * Know how to compose a painting using a variety of textural techniques, observed from nature Printing: *Know how to create a print using a collagraphs. * Know how to basic screen print					
DT Assessment Fundamentals	Vocabulary: To know, understand and use the following vocabulary accurately and with confidence: seam, seam allowance, wadding, reinforce, hem, template, pins, needles, thread, pinking shears, fastenings, design criteria, annotate, functionality, authentic, user, purpose, evaluate, mock-up, fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, frame structure, stiffen, strengthen, reinforce, triangulation, stability Textiles: * To be able to design purposeful, functional, appealing products for the intended user that are fit for purpose based on a simple design specification. * To be able to produce detailed lists of equipment and fabrics relevant to their tasks. * To be able to select from and use a range of tools and equipment to make products that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Food & Nutrition: * To understand about seasonality in relation to food products and the source of different food products. * To be able to make, decorate and present food appropriately for the intended user and purpose. Frame Structures: * To be able to develop a simple design specification to guide the development of their ideas and products. * To use finishing and decorative techniques suitable for the product they are designing and making.					

Year 5 Curriculum Overview

Computing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Sketch up	C.S.Unplugged. – Putting computers to work - Algorithms	Excel - formula	Programming – make a game	E-Safety – online gaming	Blogging
Overarching question	How can we use software for graphic design?	How exactly <i>do</i> algorithms work?	Does using formula speed up calculations?	How can we make games interactive, challenging & engaging?	What are the dangers of online gaming?	Can we safely connect with people outside of Talbot?
Key Concepts	Can evaluate and apply information technology, including new or unfamiliar technologies.	Can understand and apply the fundamental principles and concepts of computer science – logic and algorithms.	Can analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve such problems	Have repeated practical experience of writing computer programs.	Are responsible users of ICT.	Are competent and responsible users of ICT.
Precis	Children to familiarise themselves with a new piece of software. There are many tools to use and this isn't the same format as any other software used thus far. Look at how to use graphic design skills to create a structure – this could be linked to the History topic of the Mayans if possible. Think about scale, line types, design of the actual building in terms of materials (tile, slate). Virtual space to be created, ensuring lines structure's lines and walls are accurately constructed.	Pupils to use algorithms to solve a variety of problems. They will look at how they are used to reach a specific goal or can be used to complete a task (Battleships). They will look at searching and sorting algorithms, networks and spanning trees, routing in networks and network connections. This is a CS unplugged unit based in the class.	Pupils will build on from the CS unplugged unit completed in Y4 which looked at databases. So far, the coverage has looked at what a database is, how they are organised and what the information they can store. This unit will look at using formula to store data on a spreadsheet, using this formula to allow data to be inputted and scores outputted. Pupils to use the =sum formula. Look linking cells, copying formula by dragging cells	Recap on how Kodu works – programming using 'when' and 'do' functions. Discuss how they can build on this knowledge to create a multi layered game which achieves a certain goal. End result will be a pupil controlled game which has computer characters working on pre-determined paths. This game will have events to end the game, scores points and ultimately move on to the next level.	Ask pupils what they use their consoles for – <i>Netflix? Amazon? YouTube? Xbox live? PS Network?</i> Talk about dangers which have arisen from this; build on stranger danger from KS1, cyberbullying in Y4, and teach how children can ensure they are safe online. <i>Can you use your avatar and persona created in Y2? Raise awareness that they are becoming more responsible as users of ICT and need to be constantly alert to potential online dangers.</i>	Continuing with a focus on online safety aspects covered so far in KS2, discuss the purposes of Blogs and how they can be a really useful tool – updating friends and family about holidays, educational themes, school updates etc. They will be using the platform available on the Talbot Website, making their own blogging section. They will update each week, thinking about the content they are putting on there and if this a safe and responsible way to use it.
NC Skills & Knowledge	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing into smaller parts	To use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.	To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use sequence, selection & repetition in programs; work with variables & various forms of input & output	To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing into smaller parts. To use sequence, selection & repetition in programs; work with variables and various forms of input & output. To use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs	To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	To understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Computing Assessment Fundamentals Knowledge	<ul style="list-style-type: none"> - How computers have enabled graphic designers to make plans and blueprints. - Why scaling is important in graphic design. - Specifically, how algorithms are used by computers to reach a given goal. - How networks are sorted. - The role of spanning trees. - The benefit of using formula to calculate a range of data. - How to create a multi layered game with various components which provide obstacles for users. - How online gaming has created new problems for children growing up the 21st century. - Blogging journalism and its role in keeping people up to date with news. 					
Skills	<ul style="list-style-type: none"> - Use new software to create a 3D space. - Design a structure having considered the over aesthetics. - Use Computer Science networks to explain how algorithms are used by all computers for every function it provides. - Input formula to a spreadsheet to calculate a range of data for a variety of reasons. - Use shortcuts so formula doesn't have to be inputted repeatedly. - Create a game by programming a variety of objects and robots. Include a multi layered element where there are obstacles and self-controlled elements on pre-planned paths. - Use blogs to update friends and family on weekly events. - Create safe and responsible content which is appropriate for the school site. 					

Year 5 Curriculum Overview

Geography History	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Mayan Society – How was it run compared to today?	Mutual Respect – How can an individual make a difference?	Individual Liberty – Are all men born equal?	Respect for the power of nature.	Democracy – King vs Parliament; change in power in UK	Mutual Respect – Why should natural habitats be protected?
Area of Focus	Mayans	Global Warming	USA – Civil Rights	Natural Disasters	English Civil War Corfe Castle Visit * UK Geog here	Local Study – Jurassic Coast Lulworth Cove Visit * UK Geog here
Overarching Question	Who were the Mayans and what did they do?	What can we do to prevent climate change?	Why should we always challenge inequality?	What are Natural Disasters and are they becoming more frequent?	Is the King, always right?	Does being a tourist attraction help the Jurassic Coast?
Key Concepts & Vocab	Civilisation, Society	Climate / Weather, Biomes Atmosphere, Sustainability Natural Resources, Global Citizenship	Democracy, Oppression, Society Immigration, Diversity	Culture, Settlement, Hazard, Biomes	Parliament, Government, Democracy	Landscape, Erosion, Source, Evidence, Tourism
Precis	A study of Mayan civilisation & society. Key focuses on the following: - Architecture (temples compare to pyramids) - Medicine – Foods - Society (roles of key people) – Religion - Comparison to other civilisations of time (refer to Yr 3 Saxons & Vikings) Compare and contrast with achievements of Ancient Egyptians / Romans	Brand new topic – Look at impact of climate change and how it is changing the Earth: rising sea levels, increasing temperatures, adverse weather that is unusual for particular times of year, how is this affecting humans as well as animals in their natural habitat. Explore how we can help prevent/slow down global warming. Revisit biomes at risk (Icy Lands, Oceans, Rainforests)	Begin with American Civil War – root of slavery and reasons. Focus on ongoing struggles in the 1950s and battle for equality. Compare key figures who fought for this in different ways; Martin Luther King Jr, Malcolm X, Ruby Bridges, Rosa Parks. Explore themes of oppression from previous years (South Africa) as well as development of American society from immigration.	Greater focus on physical geography, children will look at droughts, wildfire earthquakes, hurricanes, tsunamis, and the volcanoes and investigate the 'Ring of Fire' Why do earthquake zones and volcano sites correlate closely? Children can look at frequency of these events and refer back to Global Warming unit to consider whether human activity is worsening the situation.	Focus on reasons why the Civil War broke out and the 2 differing opinions between the Roundheads & Cavaliers. Key aspects: - Religion – Monarchy - Freedom of speech – Armies. Case Study of Corfe Castle and its part in the conflict (Bankes Family – Link to Kingston Lacy – visited in Y4)	Local case study at Lulworth Cove/Durdle Door looking at physical geography especially at the change in landscape through the process of erosion. Specific geology investigated and the importance of this world heritage site highlighted. Look at impact of tourism of Jurassic coast and its towns & villages e.g. Worth Matravers.
NC Skills & knowledge ALL GEOGRAPHY: - To locate the worlds countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics countries and major cities. ALL HISTORY: To develop an awareness of the past, using common words and phrases relating to the passing of time.	- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. The achievements of the earliest civilisations. - A non-European country that provides contrasts with British history – one study ; Mayan civilisation c AD 900	- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. And human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	- To note connections, contrasts and trends over time and develop the appropriate use of historical terms. - To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. - To construct informed responses that involve thoughtful selection and organisation of relevant historical information	- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich Meridian and times zones (including day and night. - To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. And human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	- To construct informed responses that involve thoughtful selection and organisation of relevant historical information. - A local history study. - A study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.	- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
Geography Assessment Fundamentals	Vocabulary: To know, understand and use the following vocabulary accurately and with confidence: Climate, Weather, Biome, Atmosphere, Sustainability, Natural Resources, Global Citizenship, Culture, Hazard, Settlement, Landscape, Erosion, Source, Evidence, Tourism. * To explain the causes and impacts of climate change and make reasoned judgement on ways that we can prevent the rapid growth of global warming. * To be able to identify the types of erosion and the impact it has on the Jurassic Coastline. * To recognise the location and impacts of earthquakes and what causes them.					
History Assessment Fundamentals	Vocabulary: To know, understand and use the following vocabulary accurately and with confidence: Civilisation, Democracy, Oppression, Society, Immigration, Diversity, Parliament, Government, War * To recognise what a civilisation is, and make comparisons between Ancient Egypt & the Mayans * To explain both sides of an argument, and give clear reasons for your own opinion on a historical event. * To be able to explain how Civil Rights have progressed through American history. * To be able to explain why the Mayan are important historical people to learn about. * To discuss key figures from each historical time period studied (i.e. Martin Luther King, Oliver Cromwell etc) * Show an increasing ability to demonstrate understanding, based on previous history topics studied.					

Year 5 Curriculum Overview

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Understanding the voice and musical terminology.	Notation – advanced skills	Blues music from USA – study of genre and musicians from the era.	Soul food cafe – year group performance	BSO live children's concert – appreciation and performance	Analysis of classical/contemporary pieces and music appreciation.
Overarching Question	Can you use your voice correctly to illustrate pitch, dynamics, tempo and texture?	Can you read and write standard notation, to include syncopation?	Can you analyse Blues music and Iconic American Blues musicians from early 20 th century?	Can you perform at a Soul food Cafe event with songs and instrumental accompaniment in a Blues style?	Can you learn part of a song/ musical piece and hold your line while performing with multiple schools and an orchestra?	Can you identify instruments from an orchestra and analyse music to understand the composers intent?
Key Concepts & Vocab	Using Voices to sing. <i>Listen, recall sounds and appraise.</i> Playing instruments. <i>Compose and improvise.</i> <u>Vocabulary:</u> Tempo, Texture, Dynamics, Pitch, Duration, pulse, posture, Legato, staccato, ostinato	<i>Listen, recall sounds and appraise.</i> Using Voices to sing. Use musical notation. Playing instruments. <u>Vocabulary:</u> Melody, harmony. Syncopation. crotchet, quaver, semi quaver, minim, Semi-breve.	Develop an understanding of the history of music. <i>Listen, recall sounds and appraise.</i> Using Voices to sing. <u>Vocabulary:</u> Blues, soul, Jazz, Call and response, Scat, Vocalise, Improvisation.	Playing instruments. <i>Use voices to sing.</i> Perform and share. <u>Vocabulary:</u> Hi-hat, harmonica, steel guitar, clarinet (stick), double bass, lyrics.	Using Voices to sing. Develop an understanding of the history of music. <u>Vocabulary:</u> Maketon, Lip-sync, Melody, harmony, orchestra, BSO,	Develop an understanding of the history of music. <i>Listen, recall sounds and appraise.</i> <i>Compose and improvise.</i> <u>Vocabulary:</u> Themes, leitmotif, Piano, treble clef, stave, composition.
Precis	Look at how the voice works. Work on musical skills each week through singing, to extend musical terminology. Secure the concept of pulse versus meter with percussion work (and using their bodies). Learn about ostinato and be able to hold a basic rhythm under other layers of singing or playing instruments. Use multiple songs from different cultures to achieve this (E.g. African, south American)	Review the Kodaly method and also standard notation and look at ostinato and examples of textured/layered music again, shown in written form. Increase the level of difficulty by adding syncopated rhythms not just standard 4 straight beats in a bar. Look at lots of songs that show each skill. Compose different rhythms to add accompaniments.	Study the culture and origins of American Blues music (linked to humanities topic). Discuss 12 bar blues progression. Learn about iconic musicians and link their style to songs and instruments that the children can also perform. Eg Ella Fitzgerald – scat/vocalese singing. Louis Armstrong- jazz trumpet – Basin Street Blues. Discuss how their lives influenced their musical styles.	Learn accompaniments for the songs being used for the Soul food cafe. (performance opportunity) – piano, glockenspiels, hi hats, maracas. Teach rhythms, techniques and harmonies. Look at Nina Simone's life as a musician and activist – Learn 'I wish I knew how it would feel to be free' to perform. Practise, rehearse and perform as a year group to the parents.	BSO concert preparation and performance. (different musical theme each year). Introduce James Redwood (modern day composer) and the BSO. What is a symphony orchestra? Learn about the sections and related instruments and sounds of these instruments. Learn specific pieces written for the concert – body percussion, singing and using Maketon (signing). Use Lip-syncing techniques to practise trickier elements. Take part in multi schooled event in a concert hall (Lighthouse)	Feedback and compare the pieces heard in the concert. How did they vary? When were they composed? What emotions did they elicit? Did they meet the theme of the concert? Learn the treble clef notes on the stave and then create words to write notes on the stave. Make a sentence of the words, looking at syllables for the number of each note. After teaching basic piano techniques, use keyboards to practise and expand their compositions. Make a word tune.

Year 5 Curriculum Overview

<p style="text-align: center;">MUSIC</p> <p style="text-align: center;">FUNDAMENTAL SKILLS and KNOWLEDGE</p>	<p>Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence).</p> <p>Sustain a drone or melodic ostinato to accompany singing. Notice and explore the relationship between sounds.</p> <p>Improvise melodic and rhythmic phases as part of a group performance. Appreciates that there may be different ways to perform or express the same piece of music.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Is able to use staff notation to play simple compositions. Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read the musical stave and can work out the notes, EGBDF and FACE. Compose by developing ideas within musical structures.</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture.</p> <p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Can describe the salient features of a piece of music they have heard and know what tradition it belongs to.</p> <p>Notice and explore how music reflects different intentions.</p> <p>Create songs with an understanding of the relationship between lyrics and melody.</p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Can practice, rehearse and perform with others and contribute to gradual improvement in the performance.</p> <p>Use the venue and sense of occasion to create performances that are appreciated by the audience.</p> <p>Perform songs in a way that reflects their meaning and the occasion.</p> <p>Use different venues and occasions to vary my performances.</p> <p>Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p>	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played. Attend a BSO school's concert to appreciate a live symphony performance. Use different venues and occasions to vary my performances.</p> <p>Use the venue and sense of occasion to create performances that are appreciated by the audience.</p> <p>Can practice, rehearse and perform with others and contribute to gradual improvement in the performance.</p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music. Can describe the salient features of a piece of music they have heard and know what tradition it belongs to. Is able to use staff notation to play simple compositions. Read the musical stave and can work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave. Compose by developing ideas within musical structures.</p>
<p style="text-align: center;">Music Assessment</p> <p style="text-align: center;">NC Primary Curriculum</p>	<p>Photos for assessment book from class. Photographic and video evidence from Soul food cafe performance. Record of WT/ARE/GD per term against level descriptors.</p> <p>Key stage 2: Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. 					

Year 5 Curriculum Overview

P.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Swimming	Swimming	Swimming PL Reading Stars Yr 5/6 Active Numeracy Yr 5/6	Dance	Athletics	Football - a.m. GS4PE Yr5/6
Overarching question				How can I communicate ideas through dance?	Why is it important to set targets when taking part in physical activity?	How can be able to evaluate performance help us to improve in football?
Key Concepts, Skills & vocab				Physical: Perform a variety of dance actions / Using canon, unison, formation, dynamics, character, structure, space, emotion, matching, mirroring, transitions Social: Collaboration/Respect / Inclusion / Leadership Emotional: Empathy / Confidence Thinking: Creating / Observing and providing feedback to improve / Select & apply skills	Physical: Pacing / Sprinting technique / Relay changeovers / Jumping for height and distance / Push and pull throwing for distance Social: Collaborating with others / Supporting others Emotional: Perseverance / Determination Thinking: Observing and providing feedback	Physical: Dribbling / Passing / Ball control / Tracking / jockeying / Turning / Goalkeeping Social: Communication / Collaboration / Cooperation / Respect Emotional: Honesty / Perseverance Thinking: Selecting and applying tactics / Decision making
Precis				Pupils learn different styles of dance, working individually, as a pair and in small groups. Pupils think about how to use movement to explore and communicate ideas, issues & their own feelings & thoughts. They develop an awareness of the historical and cultural origins of different dances. Pupils will create and perform their work. They will provide feedback using the correct dance terminology and will be able to use this to improve their work.	Pupils learn the following athletic activities: running over longer distances, sprinting, relay, long jump, triple jump, shot put and javelin. Pupils are set challenges for distance and time. Pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils have chances to lead when officiating as well as observe and provide feedback to others.	Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.
Assessment statements				I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions & dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.	I can choose the best pace for running. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I show accuracy and power when throwing for distance. I can understand how stamina and power help people to perform well in different athletic activities	I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the rules of the game.
Health & Safety				Pupils should remove their shoes and socks. It is good practice for teachers also. Ensure pupils work in their own safe space.	• pupils wait for instruction - check area is clear before throwing and there is adequate space between throwers • the obstacles can fall easily when hit • adequate space for returning runners	Health and Safety - Unused balls must be stored in a safe place. This could be back in bags or on trolleys, using a bench turned on its side or cones to stop them rolling.

Year 5 Curriculum Overview

Area of Focus	IG: - Tag rugby	NW: Volleyball – GS4PE Yr5/6 Forest School	Gymnastics	SF: Cricket	Tri-Golf	SF: Rounders
Overarching question	Can you explain a variety of ways to prevent opponents attacking successfully?	How can I keep a rally going?	Which movements and balances will link together?	How do the skills in cricket differ depending on the role?	Why is control so important when striking a golf ball?	What are the skills needed to excel at striking and fielding games?
Key Concepts, Skills & vocab	Physical: Throwing / Catching / Running / Dodging Social: Communication / Collaboration Emotional: Perseverance / Confidence / Honesty and fair play Thinking: Planning strategies and using tactics / Observing and providing feedback	Physical: Volley / Set / Dig / Serve Social: Communication / Respect / Supporting and encouraging others Emotional: Confidence / Perseverance / Honesty Thinking: Using tactics / Selecting and applying skills / Identifying strengths and areas for development	Physical: Symmetrical & asymmetrical balances / Rolls: Straight, Forward, Straddle, Backward / Cartwheel / Bridge / Shoulder stand / Handstand Social: Responsibility/ Respect Collaboration / Communication Emotional: Confidence Thinking: Select apply actions	Physical: Underarm and overarm throwing / Catching / Over and underarm bowling / Long and short barrier /Batting Social: Collaboration and communication / Respect Emotional: Honesty Thinking: Observing and providing feedback	Physical: Striking a stationary ball / chipping / driving / putting Social: Cooperation / Supporting & encouraging others Emotional: Honesty & fair play / Respect Thinking: Concentration / Perseverance / Identifying how to improve / act on feedback	Physical: Throwing & catching / Bowling / Tracking, fielding & retrieving a ball / Batting Social: Organising & self-managing a game / Respect / Supporting & encouraging others / Communicating ideas & reflecting with others Emotional: Honesty & fair play / Confident to take risks / Managing emotion Thinking: Decision making / Using tactics / Identifying how to improve / Selecting skills
Precis	Pupils will develop key skills and principles such as defending, attacking, throwing, catching, running and dodging. When attacking, pupils will support the ball carrier using width and drawing defence. When defending, pupils learn how to tag, how to track and slow down an opponent, working as a defensive unit. They will play in both uneven and even sided games. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. They develop understanding of the importance of fair play & honesty while self-managing games	Pupils develop the skills they need to play continuous rallies in volleyball. They learn about the ready position, ball control, sending a ball over a net and how to use the skills to make the game difficult for opponents. Pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with others & develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils develop character & control by engaging with coping strategies when exposed to competition	Pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback	Pupils develop the range and quality of striking & fielding skills & their understanding of cricket. They learn how to play different roles of bowler, wicket keeper, fielder, batter. Pupils think how to use skills, strategies & tactics to outwit the opposition. Pupils achieve this by striking a ball & trying to deceive or avoid fielders, so they can run between wickets to score runs.	Pupils develop their ability to strike a ball using a putter and lofted golf club. They will learn how to putt, drive and chip for accuracy and distance. Pupils willingly take part in a range of competitive, creative and challenge-type activities both as individuals and in teams or groups. They will learn how to control the distance of the ball in the air using a chipper. They will practice controlling shots to strike their ball as close as possible to a target. They will listen to feedback and act on it to improve.	Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.
Assessment statements	I can communicate with my team and move into space to keep possession and score. I can often make the correct decision of who to pass to and when. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space.	I am developing a wider range of skills & am beginning to use these under some pressure. I can use the rules to referee a game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time.	I can create and perform sequences using apparatus, individually and with a partner. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group. I can use strength & flexibility to improve quality of performance	I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can strike a bowled ball with increasing consistency. I understand the rules of the game and can follow them.	I can strike a stationary ball with increasing accuracy. I can chip a ball into the air. I can putt a ball towards a target with increasing accuracy. I am beginning to be able play shots where I control the distance that the ball travels.	I am beginning to strike a ball with a round bat I am developing a wider range of fielding skills and using them in game situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.
Health & Safety	Unused balls must be stored in a safe place. Tag rugby is a non-contact sport.	Playing the ball with any part of the body, including the feet, is allowed but kicking the ball is discouraged for safety reasons.	Remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further info.	Ensure safe distance between fielders and a batter. Ensure safe handling of the bat at all times.	Pupils are taught where to stand safely and to check behind them before they swing a club	Backstops stand 2m behind the batter. Batters take their bat with them when they run. Ensure safe distance between themselves and a batter
P.E. Assessment Fundamentals SKILLS & KNOWLEDGE	I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can perform a range of jumps showing some technique and can show control at take-off and landing. I can create and perform sequences using apparatus, individually and with a partner. I can strike a bowled ball with increasing consistency.					

Year 5 Curriculum Overview

P.S.H.E. - (Jigsaw)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Overarching Question	How can democracy and having a voice benefit the school community? How can I be involved in this?	What are the differences between direct and indirect types of bullying?	Do we all have the same dreams and goals even if we come from different cultures? Explain!	What problems can food cause in people's lives?	What can I do to keep myself safe when using technology to communicate to my friends?	How do boys and girls bodies change during puberty?
Key Concepts & Vocab	My year ahead Being me in Britain Y5 responsibilities Rewards and consequences Our learning charter Owning our learning charter	Different cultures Racism Rumours and name calling Types of bullying Does money matter? Celebrating difference across the world	When I grow up (my dream lifestyle) Investigate jobs and careers My dream job – Why I want it and the steps to get there Dreams and goals of young people in other cultures How to support each other Rallying support	Smoking Alcohol Emergency aid Body image My relationship with food Healthy me	Recognising me Getting on and falling out Girlfriends and boyfriends Girlfriends and boyfriends Relationships and technology Relationships and technology	Self and body image *Lesson 2 from Y4 Jigsaw (lesson 3 -girls and puberty) girls only *Lesson 2 from Y5 Jigsaw (lesson 3- puberty for boys) boys only *Lesson 4 – Y5 Lesson 4 Jigsaw Looking ahead & Looking ahead to Y6
Precis	Children's rights and responsibilities are explored in the context of our country.	Children will understand the effects of racism and cultural differences.	Children will think about careers for the future and what goals they have to plan and achieve.	Children will begin to learn about social influences that could lead to issues.	Children will begin to learn about specific relationships. They will also explore technology and relationships.	Children will be prepared for changes at school and to themselves.
Outcome	Learning charter	Culture displays	Dream tree and fundraising event	Class debate	Internet safety presentations leaflets	Bubbles around the tree
PSHE Assessment Fundamentals SKILLS & KNOWLEDGE.						

Year 5 Curriculum Overview

R.E.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 5	SIKHISM: Beliefs in Action	CHRISTIANITY: Christmas	SIKHISM: Belief and Moral Values	CHRISTIANITY: Easter	SIKHISM: Prayer & Worship	CHRISTIANITY: Belief & Practices
Overarching Question	How far would a Sikh go for his/her religion?	Is the Christmas story true?	Are Sikh stories important today?	How significant is it for Christians to believe God intended Jesus to die?	What is the best way for a Sikh to show commitment to God?	What is the best way for a Christian to show commitment to God?
Key Concepts & Vocab	Guru, Amrit, Khalsa, Karah, Prashad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, commitment, marriage	Advent, incarnation (God taking human form), truth, Luke, Matthew	Guru, Guru Granth Sahib, Guru Nanak Khalsa, gurdwara, Guru Nanak and the Jasmine Flower, Bhai Lalo and Malik Bhago, Vaisakhi - Birth of the Khalsa, Guru Nanak and the Cobra	Holy Week, Pilate, Herod, Mount of Olives, Garden of Gethsemane, salvation, crucifixion, The Last Supper, Palm Sunday, bread and wine, Judas' betrayal, Peter's denial, arrest, four trials, burial	Guru, Amrit, Khalsa, Karah, Parshad, 5 Ks, Kirpan, Kesh, Kara, Kangha, Kachera, Guru Granth Sahib, Langar, Golden Temple of Amritsar, Guru Nanak, Sewa, Gurdwara, commitment, symbolise	Ten Commandments, Confirmation, Lord's Prayer, commitment
Precis	To compare the different ways Sikhs put their religion into practice.	To evaluate different accounts of the Christmas story and understand that stories can be true in different ways	To understand the relevance of Sikh stories today and the importance of the Guru Granth Sahib to Sikhs.	To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.	To understand how Sikhs show their commitment to God and their religion.	To understand how Christians show their commitment to God and their religion.
R.E. Assessment Fundamentals SKILLS KNOWLEDGE.	<p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Suggested final assessment: Give children picture cards depicting a range of the aspects studied in the investigation lesson and ask them to rank order them, the aspect that would take the most effort/sacrifice for a Sikh down to the easiest. Children then answer the questions: Why do Sikhs put so much effort into their religion? Is it OK that not all Sikhs put the same amount of effort in?</p>	<p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>Suggested final assessment: Children to complete the 4 boxes on the Activity Sheet. Recap on different types of truth and what it means to Christians.</p>	<p>I can explain how some stories can teach people about what is important and how to behave.</p> <p>I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.</p> <p>I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p> <p>Suggested final assessment: Children to write a piece of persuasive writing, arguing Sikh stories should be part of the school curriculum.</p>	<p>I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.</p> <p>I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p> <p>I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>Suggested final assessment: Recap on Investigation Lessons and invite the children to complete the questions on the Activity Sheet.</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Suggested final assessment: Activity Sheets 1 and 2 Children to pretend they are an Agony Aunt/Uncle at a Sikh children's magazine. Give advice to a young Sikh who wants to show commitment to their religion but doesn't want to miss out on other things.</p>	<p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p>Suggested final assessment: Ask the key question: what is the best way for a Christian to show commitment to God? On the Activity Sheet 1 children Diamond 9 rank their post-its, stick in their books and write next to the top and bottom their reasons for why they have ranked these in those positions. Add: How would I choose to show commitment to God if I were a Christian? OR Answer the letter on Activity Sheet 2 pretending to be an agony aunt/uncle on a Christian children's helpline. (Maybe record/video children's answers.)</p>

Year 5 Curriculum Overview

Science	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Area of Focus	Forces	Earth and space	Properties and changes of materials			Animals, including humans
Overarching Question	What forces are acting on us?	Are we alone?	What happens if I do this.....		What happens if I do this.....	1) What happens as we get older? 2) How are animal lifecycles similar/different?
Key Concepts & Vocab	Friction, Gravity, Air resistance, Thrust, Fulcrum, Gears, Levers, Transference	Planet, Star, Orbit, Moon, Solar system, Universe, Geocentric, Heliocentric	Solubility, Conductivity, Magnetic, Transparent, Flexibility, Rigidness, Dissolve, Solution, Solute, Filter, Evaporate, Sieving, Reversible, Irreversible, Burning, Reactivity			Reproduction, Aging, Asexual /sexual
Precis	Pupils should explore falling objects and raise questions about the effects of air resistance. They should explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They should experience forces that make things begin to move, get faster or slow down. Pupils should explore the effects of friction on movement and find out how it slows or stops moving objects	Pupils should be introduced to a model of the sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. They should understand that a moon is a celestial body that orbits a planet	Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.		Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.	1) Human lifecycle 1) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. 2) Lifecycles and Reproduction 2) Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.
NC Skills & Knowledge	<p>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>To identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>To describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>To describe the movement of the Moon relative to the Earth</p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>To 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</p> <p>To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes</p>		<p>To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>1) To describe the changes as humans develop to old age.</p> <p>To learn about the changes experienced in puberty.</p> <p>2) To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>To describe the life process of reproduction in some plants and animals.</p>
Assessment Fundamentals Science KNOWLEDGE & SKILLS	SCIENCE					
	<p>- Describe the lifecycles of animals and plants (including aging in humans). - Compare and contrast materials based on their properties. - Changes of state can be reversible or irreversible</p> <p>- Name some ways of separating materials and how to recover a solution from a solution. - Describe the movement of the Earth in relation to the solar system. - Describe the structure of the Solar system</p> <p>- Describe the movement of the Earth and moon. - Effects of gravity, air resistance, friction and water resistance. - The use of levers and pulleys to generate a larger force.</p>					
	WORKING SCIENTIFICALLY					
	<p>- Planning, recording and analysing results to answer their own and others enquiries. - Using a range of scientific equipment to take accurate measurements using standard units.</p> <p>- Recording results in an increasingly complex way – using a range of recording devices (line graph, stem and leaf etc). - Using results to reach conclusions and to give predictions for further questions</p> <p>- Present results in a range of ways including written and verbal. - Identifying scientific research/evidence that supports or refutes ideas or arguments.</p>					