
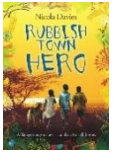
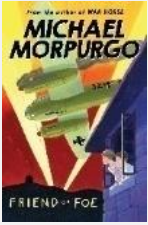
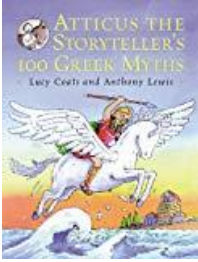
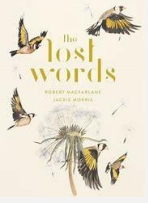
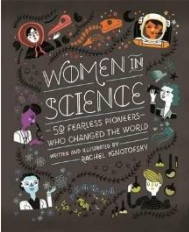







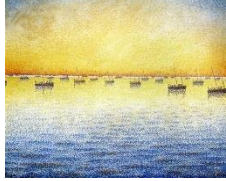


YEAR 5 – CURRICULUM MAP 2019.20

Term & Values	Autumn 1 Thankfulness Kindness & Generosity Friendship	Autumn 2 Peace Trust Compassion	Spring 1 Perseverance Courage Responsibility	Spring 2 Humility Justice Forgiveness	Summer 1 Wisdom Service Creation	Summer 2 Respect & Reverence Hope Truthfulness
Thematic Enquiry Title	Enough for Everyone? (Geography)	We'll meet again... (History)	It's all Greek to me! (History)	The Earth and Beyond (Science)	All at Sea (Art/Geography)	All at Sea (Geography/DT)
Entry Point/visits & Landings/ Special events such as Science week/producti on	<ul style="list-style-type: none"> Monitoring Myself-how wasteful am I? Water use, recycling, food waste, electricity. Rate yourself on a scale Harvest Festival Topic landing: Art Exhibition 	<ul style="list-style-type: none"> Remembrance service Visit from local members of the community who lived through the war Christmas Display art installation of clay poppies-funding 	<ul style="list-style-type: none"> Have a Greek themed day Safer Internet Day 	<ul style="list-style-type: none"> Moon Diaries for Home Learning over half term in February World Book day Science week Easter 	<ul style="list-style-type: none"> Trip to Lulworth Cove 	<ul style="list-style-type: none"> Sports Days Production/Variety show Sponsored walk Topic landing: fish recipes
Global awareness and responsibility	<ul style="list-style-type: none"> Food miles, trade, natural resources, water use e.g. comparisons to different countries. 	<ul style="list-style-type: none"> Contribution of commonwealth soldiers during WW2 			<ul style="list-style-type: none"> UNESCO World Heritage Sites 	<ul style="list-style-type: none"> Effects of pollution and waste on The Great Barrier Reef
Learning How to Learn	Working Together	Independence	Critical thinking	Finding solutions to problems	Creativity	Reflecting
Developing Self (health, safety, spirituality, self-esteem, confidence, relationships)	SEAL New Beginnings	SEAL Say No to Bullying	SEAL Getting on & Falling out	SEAL Good to be Me	SEAL Relationships	SEAL Change
Mathematics (key areas of maths learning)	Number-Place Value Number-Addition and Subtraction	Statistics Number-Multiplication and Division Perimeter and Area	Number-Multiplication and Division Number-Fractions	Number-Fractions (Continued) Number-Decimals and Percentaes	Number-Decimals Geometry-Properties of Shapes	Geometry-Position and Direction Measurement-Converting units
English (Learning Journey Title, Purpose, Key text drivers)	<p>Narrative Setting and characterisation (including viewpoint). I will be a hummingbird video and Wangari's Trees of Peace book Cold Task-apply for a year 5 job – persuasive letter Persuade How can we reduce waste? What are the issues surrounding plastics? Letters. Guided Reading/Class reader</p>  	<p>Narrative Historical fiction Creating an effect on the reader. Flashbacks/building tension</p>  <p>Discussion Was it necessary for children to be evacuated during WW2?</p> <p>Cold Task assessment-RE-Newspaper Report about The Nativity Story</p>	<p>Report Newspaper Report</p> <p>Narrative Awareness of audience Features of legends Ancient Greek Legends and Myths Storytelling Competition</p>  <p>Site of Application task – persuasion – should Sikh stories be taught to all? RE</p>	<p>Poetry The Lost Words</p>  <p>Recount Famous scientists including female scientists Biography</p>  <p>Site of Application task- explanation of how their fairground works</p>	<p>Narrative Folk Tales from the British Isles Viewpoint, style of legend genre. Relative clauses, figurative language. Texts: The Seal Children by Jackie Morris; The Selkie's Mate by Nicola Davies; Daughter of the Sea by Berlie Doherty; The Mermaid of Zennor Poetry-The Sea is a Hungry Dog by James Reeves Figurative language</p>    	<p>Coastal Geography Explain-Processes of coastal erosion of a bay Lulworth Rocks booklet and DVD Causal connectives, passive voice, impersonal tone</p>  <p>Discuss-tourist leaflets</p>

<p>Science</p>	<p>Properties & changes of materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical & thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>Working Scientifically</p> <ul style="list-style-type: none"> With prompting, plan different types of scientific enquiries to answer questions, including recognising & controlling variables where necessary risk assess, identifying hazards and control measures to reduce these Use evidence to support a conclusion Make a sensible decision of what type of scientific enquiry/approach needed to answer questions. Record data and results independently, using relevant scientific vocabulary, using, charts and bar graphs Begin to identify causal relationships in data Use results to make a prediction for a further test 		<p>Forces</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p><i>Link back to yr 3 look at Newton & how Newton also gave ideas on forces</i></p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Works safely in context of Yr 5 PoS Begin to use more complex methods of recording such as line graphs and scattergraphs Explain why data may not be reliable 	<p>Earth & Space</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p><i>Include look at work of scientists such as Copernicus to show how model of our understanding of the universe has changed over history</i></p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Take precise measurements using standard units (e.g. using forcemeters) Take and process repeat readings 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animal <p>➤ <i>Carry out habitat study over the year</i></p> <p>➤ <i>Research work of key naturalists/animal behaviourists e.g. Jane Goodall, David Attenborough</i></p> <p>➤ <i>Comparative study of local plant life cycles with those in other global habitats</i></p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Communicate findings, orally & written, from enquiries using a variety of forms e.g. displays, presentations Use the work of other scientists to inform own conclusions 	<p>Animals including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>➤ <i>Link to SRE- changes experienced in puberty; timeline of growth & development in humans; using data such as length/mass of baby as grows; own investigations e.g. into growth & age</i></p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Record data and results independently, using relevant scientific vocabulary, using keys charts and bar graphs
<p>RE</p>	<p>2b.1 Understanding Christianity: God What does it mean (for Christians) if God is holy and living? Christianity</p>	<p>2b.4 Understanding Christianity: Incarnation Was Jesus the Messiah? Christianity</p>	<p>Discovery RE: Beliefs and moral values Are Sikh stories important today? Sikhism</p>	<p>2b.6 Understanding Christianity: Salvation What did Jesus do to save human beings? (yr5) Christianity</p>	<p>Discovery RE: Prayer and worship What is the best way for a Sikh to show commitment to God? Sikhism</p>	<p>2b.5 Understanding Christianity: Gospel What would Jesus do? Christianity</p>
<p>Art</p>	<p>Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. To create sketch books to record their observations and use them to review and revisit ideas</p> <p>Pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Develop different ideas which can be used and explain his/her choices for the materials and techniques used.</p> <p>Confidently and systematically investigate the potential of new and unfamiliar materials and use these learnt techniques within his/her work.</p> <p>Evaluate his/her work against their intended outcome.</p> <p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product.</p>					

<p>Junk Art (recycling materials) Collect bottle lids etc. to make large scale pieces of art-work.</p>  <p>Collage 5. Add collage to a painted, drawn or printed background using a range of media, different techniques, colours and textures 5. Experiment with using layers and overlays to create new colours/textures. 5. Return to work over longer periods of time and use a wider range of materials</p> <ul style="list-style-type: none"> • Accurately cut complex shapes from a range of materials • Use more specialist cutting equipment and adhesives • Alter and amend a range of surfaces to create new textures appropriate to the work • Planning and producing their own collage, choosing, cutting, arranging and applying materials focusing on colour, shape, texture and pattern • Further experimentation with materials to achieve new textures using a range of colour tones • The choice of materials is individual and dependent upon which of the visual elements are the main focus 	<p>Clay Poppy Sculptures for Remembrance Sculpture</p>  <p>5. Develop skills in using clay including slabs, coils and slips. 6. Produce intricate patterns and textures in a malleable media</p> <p>Design and create planned sculptures from single and combined media using some of the following techniques and processes:</p> <ul style="list-style-type: none"> • Using a wide range of techniques for building, joining, decorating clay • Using a wide range of simple tools to cut, shape and impress patterns and textures in a range of materials 				 <p>Pointillism (Seurat) Whole class picture of Durdle Door and 'The colours and moods of the sea' pebble whole class piece Drawing and Painting</p> <p>5. Use line, tone and shading to represent things seen, remembered or imagined in three dimensions 5. Mix colours to express mood, divide foreground from background or demonstrate tones 6. Begin to develop an awareness of composition, scale and proportion in their work. 6. Use simple perspective in their work using a single focal point and horizon. 6. Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds.</p> <ul style="list-style-type: none"> • Work with a wide range of media of more specialist media and to mix media to achieve desired effects • Use the primary colours and black and white to mix a full range of hues and tones • Compose the work and plan the effective use of available space • Describe what they have produced using a wide range of art specific vocabulary that names media, tools and equipment, and defines the processes of working in the context of the key elements • Develop techniques to enable them to create and use the key elements of line, tone etc. including proportion and simple perspective in their work • Discover, know and use proportions of the human body • Draw and paint from observation, experience and imagination with the emphasis on first-hand experience • Choose the scale and surface appropriate to the work 	
<p>History</p>	<ul style="list-style-type: none"> • A study of an aspect or theme in British history which extends pupils' chronological knowledge beyond 1066 • Use dates to order and place events on a timeline • Make comparisons between different times in the past • Use relevant terms and period labels • Begin to identify primary and secondary sources • Make comparisons between aspects of periods of history and the present day • Understand that the type of information available may depend on the period of time studied • Give some reasons for some important historical events 	<ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the Western world • Use dates to order and place events on a timeline • Make comparisons between different times in the past • Use relevant terms and period labels • Compare sources of information available for the study of different times in the past • Select relevant sections of information • Begin to identify primary and secondary sources • Evaluate the usefulness of a variety of sources • Make comparisons between aspects of periods of history and the present day 				

		<ul style="list-style-type: none"> Present findings and communicate knowledge and understanding in different ways Provide an account of a historical event based on more than one source 	<ul style="list-style-type: none"> Provide an account of a historical event based on more than one source 		
Geography	<p>In UK locate geographical regions and their identifying human and physical characteristics and land use patterns, and understand how some of these aspects have changed over time</p> <p>Human geography:</p> <ul style="list-style-type: none"> Economic activity including trade links The distribution of natural resources, including energy, food, minerals and water Understand and use a widening range of geographical terms e.g. specific topic vocabulary Suggest questions for investigating Begin to use primary and secondary sources of information Select appropriate methods for data collection Evaluate the quality of evidence collected and suggest improvements 			<p>Understand the concept of time zones (including day and night) (Links with Science)</p>	<p>Describe and understand key aspects of:</p> <p>Physical geography:</p> <ul style="list-style-type: none"> Coasts Know about the physical features of coasts and begin to understand erosion and deposition Understand how humans affect the environment over time Understand why people seek to manage and sustain their environment <p>Compare the physical and human features of a region in the UK and a region in Europe identifying differences and similarities</p> <ul style="list-style-type: none"> Begin to use atlases to find out other information e.g. temperature Use photographic evidence in their investigations, and evaluate the usefulness of the images Use sketches as evidence in an investigation, selecting sketching from a variety of techniques. Annotate sketches to explain geographical processes and patterns. Evaluate sketches against set criteria and improve them
Design & Technology			<p>Fairgrounds Structures (Frame structures) Mechanical systems (Pulleys and gears)</p> <ul style="list-style-type: none"> I can use my research into existing products and my market research to inform the design of my own innovative product. I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques. use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design I can create prototypes to show my ideas. I can make careful and precise measurements so that joins, holes and openings are in exactly the right place. I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable. I can understand how to use more complex mechanical and electrical systems 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 understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] apply their understanding of computing to program, monitor and control their products. 	<p>A Seaside Adventure Food (Celebrating culture and seasonality)</p> <ul style="list-style-type: none"> I can understand the main food groups and the different nutrients that are important for health I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat I can select appropriate ingredients and use a wide range of techniques to combine them. 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. I can make detailed evaluations about existing products and my own considering the views of others to improve my work. Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 	

<p>Music</p>	<p>Recycling/food wastewater use. Song “Do anything but throw it away” (recycled orchestra/compose new verse)</p> <p><u>Dimensions – Pitch, Structure and Dynamics</u></p> <p>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.</p>	<p>We’ll meet again. Evacuate! Evacuate! Song by Matthew Holmes (Or World War II - Class Assembly)</p> <p><u>Dimensions – Tempo & Timbre</u></p> <p>Play and perform using their voices and playing musical instruments. Develop an understanding of the history of music. Listen with attention to detail and appreciate and understand a range of live & recorded music. Compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Ancient Egypt HMS Ancient Egypt – Camel Driver</p> <p><u>Dimensions – Duration and Structure or Dynamics, Tempo</u></p> <p>Compose music for a range of purposes using the inter-related dimensions of music. Develop an understanding of the history of music. Play and perform using their voices and playing musical instruments.</p>	<p>Earth and Beyond. Moonscape composition</p> <p><u>Dimensions – Structure and Texture</u></p> <p>Listen with attention to detail and appreciate and understand a range of live & recorded music. Compose music for a range of purposes using the inter-related dimensions of music. Play and perform using their voices and playing musical instruments.</p>	<p>All at Sea. HMS Fanfares & Flourishes</p> <p><u>Dimensions-Timbre and Pitch</u></p> <p>Listen with attention to detail and appreciate and understand a range of live & recorded music. Compose music for a range of purposes using the inter-related dimensions of music. Play and perform using their voices and playing musical instruments.</p>	
<p>P.E. & Games</p>	<p>Games</p> <ul style="list-style-type: none"> • Perform a sequence of one footed leaps • Gallop with a fluid motion • Dribble a football between cones • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy • When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition • Develop interest in participating in sports activities and events at a competitive level • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. • When performing in an activity, draw upon previous knowledge and experience of tactics. • Develop an interest in participating in sports and activities competitively. 	<p>Gymnastics</p> <ul style="list-style-type: none"> • Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances • Begin to perform balances with control, showing good body tension • Mirror and match partner’s balance i.e. making same shape on a different level or in a different place • Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor • Make symmetrical and asymmetrical shapes in the air • Jump along, over and off apparatus of varying height with control in the air and on landing • Begin to explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing in a straight position, ending in a straddle position on feet • Begin to explore symmetry and asymmetry throughout the rolling actions 	<p>Dance</p> <ul style="list-style-type: none"> • Begin to create longer, challenging dance phrases/dances • Select appropriate movement material to express ideas/thoughts/feelings • Begin to perform dance to an audience showing confidence and clarity of actions • Begin to show co-ordination, control, alignment, flow of energy and strength (Technical Skills) • Begin to show focus, projection, sense of style and musicality (Expressive Skills) • Show an awareness of different dance styles, traditions and aspects of their historical/social context 	<p>Net and court games</p> <ul style="list-style-type: none"> • Perform a sequence of one footed leaps • Gallop with a fluid motion • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy • When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition • Develop interest in participating in sports activities and events at a competitive level • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. • When performing in an activity, draw upon previous knowledge and experience of tactics. • Develop an interest in participating in sports and activities competitively. 	<p>Athletics</p> <ul style="list-style-type: none"> • Sustain pace over longer distance 1-2 mins • Begin to perform relay change-overs • Begin to demonstrate a range of jumps showing power and control and consistency at both take-off and landing • Begin to throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus • Begin to explain how warming up affects performance • Begin to explain why athletics can help stamina and strength • Organise small groups to SAFELY take turns when throwing and receiving implements. 	<p>Striking and fielding</p> <ul style="list-style-type: none"> • Perform a sequence of one footed leaps • Gallop with a fluid motion • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy • When performing in an activity, draw upon previous knowledge and experiences of tactics, strategies and composition • Develop interest in participating in sports activities and events at a competitive level • Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy. • When performing in an activity, draw upon previous knowledge and experience of tactics. • Develop an interest in participating in sports and activities competitively.

<p>French</p>	<p>At school, in the classroom Skills developed: listening, speaking, reading, writing Recognise individual words and some short phrases Identify meaning of (near) cognates Classroom Objects: un crayon / un stylo / un crayon à papier / un crayon feutre / un stylo à encre / un marqueur / un surligneur / un taille crayon / une gomme / une règle / un bâton de colle / des ciseaux / un livre / un cahier / un compas / un calculatrice / un dictionnaire</p> <p>Verb practice : J'ai / Je n'ai pas / Il y a / il n'y a pas Understand agreement of adjectives (masculine, feminine, singular, plural) Pupils will learn to use their knowledge of French to take part in short conversations.</p> <p>Classroom Subjects: give an opinion about the subject studied in school using: j'aime, je n'aime pas, j'adore, je déteste. les matières /l'anglais / les maths/ le français / la musique / les sciences le sport / EPS/ la géographie / l'histoire le dessin / l'informatique</p> <p>Describe a time table using time phrases mon emploi du temps / à l'école / le matin / l'après-midi /à midi /le déjeuner la récré(ation) / lève-tôt j'ai je fais</p>	<p>At school, my uniform Skills developed: listening, speaking, reading, writing Make short to long statement about what we wear at school. Describe what we wear at school, giving an opinion.</p> <p>Pour aller à l'école - mon uniforme scolaire Je porte - I wear / I am wearing On porte - we wear / we are wearing Il porte - he wears / he is wearing Elle porte- she wears / she is wearing</p> <p>un sweat(shirt)/ un gilet / un pull un polo/ une chemise / un t-shirt une veste / un pantalon/ un short une jupe / une robe/ des chaussettes un collant /des chaussures des baskets / une casquette</p> <p>Verb focus : er verbs using porter (to wear) Grammar focus : personal pronouns, negative sentences, verb endings in the present tense for er verbs</p> <p>Adjectival agreement : adjectives describing clothes. Dictionary work : vocabulary extension to write about what we wear at home. Use of connectives : et, avec, aussi Use of prepositions : sur /sous</p> <p>KAL :Christmas in France and in French</p>	<p>Food and Drink Use the present tense to say what we eat or drink. Use the past tense to say what we ate, have eaten, drank and have drunk</p> <p>Listen to and adapt a song in French song: J'ai faim, j'ai soif (I am hungry, I am thirsty) New expressions: j'ai faim, j'ai soif, j'ai chaud. J'ai froid, je voudrais (use of to have in French instead of to be in English) Read and understand 4 food stories and write our own. Determiners:" du, de la, de l', des" to express "some" Look at likes and dislike and see that we do not use "some" but "the" after them Time expressions: souvent, quelquefois, tous les jours</p> <p>Les boissons: un thé/ un café/ un chocolat chaud /un jus d'orange un milkshake à la fraise une grenadine /une limonade de l'eau la nourriture: une glace à la vanilla/ au chocolat/ à la fraise / au citron une crêpe nature / au sucre / à la banane un sandwich au fromage / des frites / une pomme Le petit déjeuner - breakfast Le déjeuner – lunch Le goûter - afternoon snack / tea Le dîner - dinner</p> <p>Je mange - I eat / I am eating Je bois - I drink / I am drinking</p> <p>J'ai mangé - I ate / I have eaten J'ai bu - I drank / I have drunk</p> <p>Pour - for</p>	<p>Telling the time in French Skills developed: speaking ,listening - revise numbers - 12 hour and 24 hour clock - Question: "Quelle heure est-il?" - Answer: "Il est ..." phonic focus: "ou"</p> <p>Study a short story about food in the form of a comic strip: Skills developed: reading and writing, understand an unfamiliar text with some familiar vocabulary and write a story. "une histoire de chat".</p> <p>Work independently or in pair highlighting words we know.</p> <p>Dictionary work for unknown vocabulary.</p> <p>Translation work Creative writing following the story studied.</p> <p>Easter in France: Traditions and vocabulary</p>	<p>Farm Animals and Pets at home Skills developed: listening, speaking, reading, writing Write more complex sentences Place and agreement of adjectives in the sentence: before and after the noun Use connectives and adverbs</p> <p>Grammar focus using a short text Recognise nouns, adjectives, adverbs, opinions, connectives , is, Translate a text into French, with or without support, pupils to decide how much support they need.</p> <p>les animaux de la ferme un cochon / un oiseau / un poisson un chien / un chat /un mouton une chèvre / un âne / une poule / un cheval / une vache / un canard</p> <p>Qu'est-ce que c'est? What is it? C'est - it is</p> <p>chez moi / à la maison chez toi J'ai / Je n'ai pas de/d' mais un animal / des animaux</p>	<p>Planets</p> <p>Learn and name the planets in French and their position in the solar system. Describe the planets and say how far or close they are from the sun. Name some of their characteristics: hot or cold.</p> <p>Continue developing understanding of adjectival position and adjectival agreement</p> <p>Phonic focus é j on u</p> <p>Compare planet names with days of the week</p> <p>Doctor Who in space Fiction text to read, understand, and translate. Dictionary support when needed. Verbs used in the infinitive, 3rd person singular and plural ad in the imperative.</p> <p>Le 14 juillet: la revolution française en images. est et très assez de + le = du une planète / le soleil / la lune Mercure / Vénus / La Terre Mars / Jupiter / Saturne Uranus / Neptune / *Pluton chaud(e) / froid(e) rapide / lent(e) grand(e) / petit(e) / minuscule / énorme loin de / près de</p>
<p>Computing</p>	<p>E-Safety</p> <ul style="list-style-type: none"> Understand the need to only select age appropriate content. Become increasingly savvy online users; knowing that algorithms are used to track online activities with a 	<p>Scratch counting machine</p> <ul style="list-style-type: none"> Design, input and test an increasingly complex set of instructions to a program or device. 	<p>Scratch Toilet fan and Carpark</p> <p>Publisher/Word Computer Literacy:</p> <ul style="list-style-type: none"> Use keyboard shortcuts to copy, paste, cut, select all, undo and redo. 	<p>Spreadsheets</p> <ul style="list-style-type: none"> Independently select, use and combine a variety of software to design and create content for a given audience. 	<ul style="list-style-type: none"> Scratch-Perimetre Use logical reasoning to explain how increasingly complex algorithms work to ensure a program's efficiency. 	<p>Internet filters/search tech</p> <ul style="list-style-type: none"> Find out where they can access the hard-drives, and where music, videos and documents are stored

	<p>view to targeting advertising and information.</p> <ul style="list-style-type: none"> Independently select and use appropriate software for a task- PowerPoint to present information about renewable energy sources Vs non renewable. 	<ul style="list-style-type: none"> Can design a physical computing system that uses sensors e.g. using a flow chart. Design, write and test simple programs with opportunities for selection where a particular result will happen based on actions or situations controlled by the user. 	<ul style="list-style-type: none"> Make choices about what programs to use for a particular purpose. Understand the icons on the taskbar and what they mean. <p>Internet Safety Day-February</p>	<p>Crumble-linked with Fairground rides</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems. <ul style="list-style-type: none"> Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated. 	<ul style="list-style-type: none"> Recognise that different solutions exist for the same problem. 	<ul style="list-style-type: none"> Begin to use the internet and share and transfer data with a third party Use filters in search technologies effectively Know where to find copyright free images and audio and why this is important.
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