

Art & Design

- Explore colour mixing and blending techniques with coloured pencils.
- Use different techniques for different purposes i.e. shading, hatching within their own work
- Work from a variety of sources including observation, photographs and digital images.
- Start to develop their own style using tonal contrast and mixed media.
- Develop close observation skills using a variety of view finders.
- **Lines, Marks, Tone, Form and Texture**
- Use dry media to make different marks, lines, patterns and shapes within a drawing.
- Explore the roles and purposes of photographer David Bailey
- Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.
- Question and make thoughtful observations about starting points and select ideas to use in their work
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt and annotate their work according to their views and describe how they might develop it further.

Music

- Show control, phrasing and expression in singing.
- Hold part in a round or multi-layered song (pitch/structure).
- Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.
- Find and internalise pulse using movement when listening to music.
- Record own compositions in appropriate way.
- Recognise instruments and features of key musical styles including Rock, Pop, Motown, Jazz, classical etc.
- Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).



Year 5 Brilliant Britain

Attitudes to Learning:

- Resilience and Perseverance
- Teamwork and Cooperation
- Respect and Communication
- Motivation and Curiosity
- Self-confidence and Esteem
 - Independence

History - The Viking & Anglo Saxon struggle

- Sequence an increasing number of periods (including previously taught topics) on a timeline using dates and period labels
- Understand how different periods occurred concurrently in different locations across the world
- Describe and explain how the Vikings gained their reputation.
- To recognise that the Vikings kept coming to Britain over 300 years. First as raiders and then as conquerors.
- Compare and contrast place names to recognise where the Vikings settled and how we can tell from suffixes added to names.
- Construct informed responses to show an understanding of how Vikings lived and worked. (Links to Land, sea and longboats, links to them as traders, not just settlers).
- To explore how Vikings are/ have been portrayed and make informed judgements as to whether this is a fair reflection of what they were really like (*Contrasting views of raiders and settlers).
- To identify differences in two versions of the same event and explain why different versions of the past may exist* - Viking and Saxon accounts of Lindisfarne
- Consider the reliability of different sources of evidence to answer questions and particular lines of enquiry.
- Use a range of sources as a basis for research to answer questions and to test hypotheses.
- Explain the difference between historical evidence and a myth, folklore and a legend e.g. Did Viking Norsemen really wear helmets with horns?
- Evaluate evidence relating to the achievements of Anglo-Saxon King, Alfred the Great, and reach a judgment as to whether he is justifiably 'great'
- Construct responses to historical questions, discussions, debates and hypotheses that involve selection and organisation of relevant historical information including dates and terms.
- Use a variety of historical terms and concepts: research, evidence, accurate, primary, secondary, source, version, legacy, hypothesis, influence, point of view, impact, comparison, implications.

Computing

Programming

- Familiar with inputs as well as outputs from a program.
- Understand the sequence of input>process>output in computer systems.
- Understand and use variables in programs I create.
- Identify input and output devices in real life.
- Apply my knowledge of control sequences in terms of inputs and outputs and create simple flow diagrams to explain what is happening.

Digital Literacy

- Check validity of websites.
- Give reasons why a website may contain false or fraudulent information.
- Know the meaning of common website extensions (.org, net. Gov etc)
- Present information and share it with others.
- Know how the school network works.
- Know what LAN and WAN are.

Online Safety

- Understand the potential risks of providing personal information online both inside and outside of school.
- Select appropriate images and information for my personal profile online.

Modern Languages

Chez Moi

- Identify and name rooms in the house.
- Describe rooms in the house using size and colour adjectives.

En Ville

- Identify and name places in the town.
- Ask the way to places and begin to give simple directions.
- Link times to the hour with destinations.

Intercultural Understanding

- Compare French and English houses and homes.
- Compare French town with Bacup.
- Understand and use masculine and feminine words in spoken and written French.
- Use a range of opinion phrases.
- Begin to use sequencing words.

PSHE-& RHE

Democracy

Respect & Communication

Self-Confidence & Esteem

Local councils

Explain some of the areas that local councils have responsibility for;

Understand that local councillors are elected to represent their local community.

Me and My Relationships & Valuing Differences

Respect & Communication

How good a friend are you?

Demonstrate how to respond to a wide range of feelings in others;

Give examples of some key qualities of friendship;

Reflect on their own friendship qualities.

Qualities of friendship

Define some key qualities of friendship;

Describe ways of making a friendship last;

Explain why friendships sometimes end.

Anti-Bullying

Is it true?

Understand that the information we see online, either text or images, is not always true or accurate;

Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them;

Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.

Stop, start, stereotype

Recognise that some people can get bullied because of the way they express their gender;

Give examples of how bullying behaviours can be stopped.

Physical Education

Games

- Use forehand and backhand shots with consistency.
- Play co-operatively in Striking and Fielding games.
- Direct the ball well to opponent's court or target area.
- Choose and use tactics effectively.
- Begin to apply rules fairly and consistently.
- Suggest ways to improve.

Dance

- Work collaboratively and imaginatively with a partner to convey mood and actions in the style of characters from Robin Hood.
- Plan and perform a dance sequence, selecting and developing movements to retell a poem.
- Perform skills expressively.
- Comment on own and others' performance and suggest ways to improve.

Gymnastics

- Perform a range of paired balances.
- Show matched and mirrored shapes.
- Explore counter balance and counter tension.
- Create a sequence of 8 elements to include counter balance and counter tension.
- Evaluate their own and others' performances, suggesting ways to improve.

Athletics

- Perform running techniques for short and long distances.
- Use a range of throwing actions for distance and accuracy.
- Combine jumps in a sequence to jump for distance.
- Perform jumping techniques for height and speed.
- Take part in an Athletics Event, recording times and distances. (link to Science – taking
- Compare performance to improve personal bests.

Science

Material Properties Knowledge

- 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 (Maths link)
- 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.

Skills

- Suggest more than one possible prediction and begin to suggest which is the most likely. Justify their reason with some knowledge and understanding of the scientific concept

- Make most of the planning decisions for an investigation.
- Take measurements using a range of scientific equipment with increasing accuracy and using more complex scales/ **units**
- Record data and results of increasing complexity using different formats e.g. tables, annotated scientific diagrams, graphs and models
- Make decisions about the most appropriate way of recording data
- Describe straightforward patterns in results linking cause and effect e.g. using er...er or the word 'more' Comment on the results and whether

they **support** the initial **prediction**

- Decide which sources of information (and/or equipment and/or test) to help identify and classify
- Refine a scientific question so that it can be tested e.g. 'What would happen to... if we changed...?'
- Evaluate their observations and suggest a further test, offer another question or make a **prediction**
- Make decisions about the most appropriate way of recording data

Living Things and their Habitats Knowledge (seasons week)

- 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 animals.
- Find out about the work of naturalists & animal behaviourists; David Attenborough & Jane Goodall

Skills

- Observe (including changes over time) and suggest a reason for what they notice
- Suggest reasons for similarities and differences
- Compare and contrast things beyond their locality and use these similarities and differences to help to classify
- Present and explain their findings through talk, in written forms or in other ways (e.g. using technology) for a range of audiences/ purposes

Religious Education *British Values link

Christianity God

- Explain why the Christmas story is important to Christians.
- explore different gospels versions of the Christmas story.
- Compare and contrast the characters in different versions of the traditional nativity scene.
- Explain why the Christmas story is so important to Christians.
- Suggest reasons the stories were told in different ways.
- Consider which stories are special to us and why.
- Explore and discuss stories that have a message.
- Discuss and explain what we have learnt from stories
- Discuss which version of the Nativity story they preferred and explain why.
- Discuss and debate their own belief or non-belief in the Christmas story.
- Reflect on what they learnt from the Christmas story.

Judaism

- Make links between beliefs and sacred texts (in this case, the Torah), including how and why religious sources are used to teach and guide believers
- Explain the impact of Jewish beliefs and values – including reasons for diversity
- Explain differing forms of expression within the context of Jewish worship.
- Describe diversity of religious practices and lifestyle within the community
- Interpret the deeper meaning of symbolism – contained in stories, images and actions
- Explain (with appropriate examples) where people might seek wisdom and guidance
- Consider the role of rules and guidance in uniting communities
- Discuss and debate the sources of guidance available to them
- Consider the value of differing sources of guidance