

Religious Education *British Values link

Christianity Jesus

- describe Christian beliefs about miracles as 'signs' of the divinity of Jesus
- retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus
- describe why some Christians might go on pilgrimage to places associated with miraculous events
- explain the impact that belief in miracles and the power of prayer might have on a Christian
- explain the difference between fact, opinion and belief
- consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God
- discuss their own beliefs – is there anything that they accept as truth which others may not agree with? *
- reflect on how they make decisions about what is/is not true

Hindu Dharma

- make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty
- explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus
- explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer
- describe and explain a variety of ways that Hindus might celebrate the festival of Holi
- suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate
- explain how Holi celebrations might express Hindu beliefs about equality
- explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions
- consider the different ways that myth and stories are and used
- explain how a 'truth' might be contained within a story
- consider how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)
- discuss and debate things that they consider to be true that others might disagree with*

Geography

- Apply knowledge of the eight points of the compass

Computing

Online Safety

- Understand the potential risks of providing personal information online both inside and outside of school.(PSHE)
- Understand the importance or appropriate online behaviour and that online (cyber) bullying is unacceptable and will be sanctioned; understand that it is importance to save inappropriate electronic communications for evidence purposes.(PSHE)
- Aware that people may not create honest profiles of themselves online.(PSHE)
- Understand and can discuss the need to use privacy settings on social networking sites.(PSHE)

Digital Media

- Alter, enhance and resize images for export to other packages or for uploading online.
- Plan and create a short stop-motion animated sequence adding titles, credits and audio.
- Use appropriate technical language such as 'pan', 'close-up' and 'zoom'.
- Use ICT to compose music or sounds considering specific audience and purpose. Link to Music
- Use a variety of appropriate devices to record musical and non-musical sounds for a specific purpose.
- Use a multi-track software to layer sound, adding voice, music and sound effects appropriately (e.g. audacity).
- Locate, save and import pictures, text, video and sound into another document appropriate to the task and audience.
- Understand the issues of copyright and the importance of acknowledging sources.



Year 5 Ancient Worlds Ancient Greece

Attitudes to Learning:

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

History

Ancient Greece

- Sequence an increasing number of periods (including previously taught topics) on a timeline using dates.
- Understand how some historical periods occurred concurrently in different locations across the world.
- Gives some causes and consequences of the main events, situations and changes in the periods studied. How have these influenced the western world?
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- Describe and explain the legacy of Greek culture.
- Evaluate how democracy had an impact on Greek life and how has this changed over time.
- Compare and contrast the significance of the Olympics and how it has changed over time.
- Describe the key features of the past, including attitudes, beliefs of the everyday lives of men, women and children eg. the conflict between Athens and Persia and empathise how this might have affected citizens of these places.
- Find and analyse a wide range of evidence about the past
- Use a range of evidence to offer some clear reasons for different interpretations of events, linking this to factual understanding about the past
- Start to understand the difference between primary and secondary evidence and start to question its reliability
- Know that people in the past represent events or ideas in a way that may be to persuade others
- Explore and use a reasoned judgement to explain whether there is an element of truth in the belief of gods in Ancient Greece.
- Recognise the impact through studying mythological stories on religious and political institutions of ancient Greece and its civilisation.
- 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.

Art & Design

- Plan a sculpture through drawing and other preparatory work.
- Shape, form, model and construct from observation or imagination.
- Use recycled, natural and man-made materials to create sculptures. (FS)
- Produce intricate patterns and textures in a malleable media.
- 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.

Modern Languages

En Vacances

- Ask and say where they are going on holiday.
- Express opinions about holidays.
- Talk about what they are going to do on holiday.

Satut Gustave

- Ask and talk about brothers and sisters.
- Say what people have and have not got.
- Say what people are like, including personality adjectives.
- 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

Keeping Myself Safe

Self-Confidence & Esteem

It could happen to anyone.

Identify the consequences of positive and negative behaviour on themselves and others;
Give examples of how individual/group actions can impact on others in a positive or negative way.

Being assertive

Identify characteristics of passive, aggressive and assertive behaviours;
Understand and rehearse assertiveness skills.

Relationship cake recipe

Identify what things make a relationship unhealthy;
Identify who they could talk to if they needed help.

Music

- Play instruments with increasing accuracy, fluency and maintain appropriate pulse.
- Move between differentiated parts as required using notated scores.
- Improvise on own with increasing aural memory and more complex rhythmic patterns that lead to melodies.
- 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 (e.g. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo).

Physical Education

Games

- Use hockey equipment to develop passing, dribbling, intercepting and shooting skills.
- Play a competitive hockey game, following the rules.
- Catch a tennis ball when fielding in 'kwik cricket'.
- Run between the wickets.
- Perform an overarm bowling technique.
- Strike a ball using a cricket bat.
- Choose and use tactics effectively.
- Begin to apply rules fairly and consistently.
- Suggest ways to improve.

Dance – Myths and Legends

- Explore, improvise and choose travel, turn, gesture and stillness in the style of myth/legend characters.
- Select and develop appropriate movements and perform skills accurately to retell a myth/legend.
- Plan longer dances creatively and collaboratively.
- Perform skills expressively.
- Comment on own and others' performance and suggest ways to improve.

Gymnastics

- Explore counter balance and counter tension with a partner.
- Develop understanding between unison and cannon movements.
- Perform a sequence of 8 actions to include 3 'acrobatic balances'.
- Evaluate their own and others' performances, suggesting ways to improve.

Science

Humans Knowledge (Maths Links – Data)

- describe the changes as humans develop to old age

Skills

- Use secondary sources of information to identify and classify
- Independently ask their own scientific questions taking some ownership for finding out the answers
- Look for / notice relationships between things and begin to describe these (gestation periods)
- 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 (PSHE)

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