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Creating a stone age shelter and stone age paintings. Torak's diary entry.
Greek Pottery- Greek Museum- greek Myths
SPACE Day- Create rovers suitable for Mars

Class:

Class 11 and 12

Trips/Experiences:

Chysauster

Greek Day

Space Day

Jo Richardson- Space Detectives

First Bus Star Gazing

Porthcurno Telegraph museum

Spaceport visit to school

Space launch July?

Experts:

Jo Richardson- Space Detectives

Tim Peake- Virtual interview

How are our lives today affected by the Ancient Greeks?
How do we know how stone age people lived?
How big is SPACE? Is there life out there?



Autumn Term		Literacy	Maths	Understanding of the world	Arts and design	PSED	Moving and handling	Com and language	RE	MFL
Magical Me!		Link sounds to letters - RWI Begin to read	Count reliably with numbers 2D and 3D shapes	Who is my family? Past events and traditions	Self portraits. Christmas and winter crafts	Settling in, rules, routines and expectations,	Apparatus PD Hall games Pencil grip	My family Likes and dislikes Family traditions	Being special. Why do Christians perform Nativity plays at Christmas?	Greetings Numbers and colours

		English	Maths	Science	Computing	History	RE	Art and Design	Music	DT	MFL	PE
Year 1	London's Burning	Diary writing Fact file Instructions Letter Writing	Place value (within 10 and 20) Addition and subtraction	Everyday materials Seasonal changes	Poplet - factfile Green screen - house fire Pic collage - church	The Great Fire of London Gunpowder Plot	Who made the world? What does it mean to belong to a faith community?	Bayeux Tapestry: To use drawing, painting: James Patterson	Hey You! Rhythm in the way we walk	3 little pigs houses Making bread	Greeting, colours, numbers Bonfire night Xmas	Gymnastics Invasion Multi skills

Year 2	Castles	POR - Leaf POR - Egg Box Dragondragon	Place value Addition and subtraction Measurement/money	Use of everyday materials	Creating a 3D image of a castle	King Henry V111 Events beyond living memory	Who is a Muslim and how do they live? Why does Christmas matter to Christians?	To use a range of materials creatively to design and make products.	Hands, Feet, Heart Ho Ho Ho	Design, make and evaluate model of a Tudor house.	Harvest Body parts, Halloween	Gym, Dance Invasion
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Year 3	Walk like an Egyptian	Instructions Story Poetry Fact File Persuasive text	Place value. Addition and subtraction. Multiplication and division	Animals including humans	Code sphero robots Use Tinkercard	Writing, Gods, Pyramids, Tutankhamen	What do Christians learn from the creation story? How do festivals and family life show what matters to Jewish people?	Improve their mastery of art and design including drawing, painting and sculpture.	Let your spirit fly Glockenspiel	Make Canopic jars Healthy menu Build pyramids	A new start Celebrations	Egyptian dance Football Swimming
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Year 4	Conquerors!	Non-chronological report Story writing	Place value Addition and subtraction, Measure, Multiplication and division	States of matter	Drawing on iPads Online safety	Roman Britain and Vikings	What do Hindus believe God is like? What is trinity? Christmas	Improve their mastery of art and design including drawing, painting and sculpture.	Mama Mia Glockenspiel 2	Design, make evaluate shields.	My school, your school Local area, xmas	Gymnastics Hockey Swimming
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Year 5	Who let the Gods out? Stone Age	Story setting Ancient Greek inspired narrative	Place value Addition and subtraction, Statistics, Multiplication and division.	Living things and their habitats Properties of materials	Scratch Coding Online safety	Ancient Greece Stone age	What does it mean to be a Muslim in Britain? Was Jesus the Messiah?	Improve their mastery of art and design including drawing, painting and sculpture.	Live on a prayer Classroom Jazz1	Greek food	My school Where I live Xmas	Football Gym Handball Swimming
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Year 6	Wartime Britain	Diary writing Poetry Letter writing	Place value Addition, subtraction, Multiplication and Division, Fractions	Living things and their habitats Animals including humans	History of computing Online safety	A study of war in British history	Why do Hindus want to be good?	About great architects, artists and designers in history.	Happy Classroom Jazz2	Wartime food	Everyday life Where I live, xmas	Handball Play leader training Parkour
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What is History?

History is the study of the past. It helps us understand how things have changed over time and why the world is the way it is today.



What qualities does a historian have?

- Respectful, curious, investigative, resilient, imaginative.

What do I already know?






- I know that Britain has been influenced by the wider world.
- I can order key dates chronologically.
- I can ask and answer historically valid questions about similarities and differences.
- I understand how knowledge from the past is constructed from a range of sources.
- I understand how and why the past is represented in different ways,

Tier 3 Vocabulary

Acropolis
Polytheistic
Democracy
Oligarchy
Mount Olympus
Parthenon
Titans
City State
Propaganda



WHO LET THE GODS OUT?

Knowledge Concept	As a historian, I can...	Enquiry Question and Knowledge
	<ul style="list-style-type: none"> • Explore trends, looking at continuity/change and similarity / difference/significance • Examine different aspects of history eg social, cultural, political and religious • Gain historical perspective by making connections between local, national and international history • Examine in depth an aspect of local history from a period beyond 1066 • Extend chronological understanding by exploring a theme over time eg crime and punishment 	<p>How did the Ancient Greeks influence the Romans?</p> <p>Ancient Roman culture was heavily influenced by the Greeks. This can be seen in their language, gods and mythology.</p>
	<ul style="list-style-type: none"> • Address and devise a wide range of historically-valid questions about change and cause 	<p>How did the Ancient Greeks introduce democracy?</p> <p>Greek myths were a huge part of the religion in Ancient Greece, and offer a glimpse into the lives of the ancient people who told them.</p> <p>How reliable are these myths?</p>
	<ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources • Understand how evidence is used rigorously to make historical claims • Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda • Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<p>What evidence exists today that supports our knowledge of the Greeks?</p> 
	<ul style="list-style-type: none"> • Use and apply a range of historical vocabulary eg civilisation, propaganda, economy, political 	<p>Which system of government did the Greeks use and how did this impact their way of life?</p>



What equipment will help me?

- Stories
- Sources
- Timelines
- Artefacts
- Photos
- Objects
- Accounts

Wider Thinking (Diversity/ Inspirational people)

Hélène de Pourtalès - First woman to compete in the Olympic games

Key Question? (Assessment question)

How have our lives today been influenced by the Ancient Greeks?

writing

Week One sequence of teaching:

- Compare and analyse Greek / creation Myths
- Word classes
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Week Two sequence of teaching:

- The adventures Of Odysseus
- Expanded Noun Phrases
- Figurative Language

Week Three sequence of teaching:

- The adventures Of Odysseus
- Characterisation
- Setting descriptions

Week four sequence of teaching:

- The Adventures Of Odysseus
- Poetry (conflicting stanzas)- Based C5
- Vocabulary focus
- Similes metaphors
- Figurative lang

Week five sequence of teaching:

- Paragraph structure
- Plan, and draft a Greek Myth

Week six sequence of teaching:

- Draft, redraft, edit and improve
- Writing a Greek Myth



3. Using the perfect form of verbs to mark relationship of time and cause
4. Using expanded noun phrases to convey complicated information concisely
6. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun



Non-Fiction
Different Greek Myths- Literacy Shed+
The Adventures of Odysseus

Who were the Ancient Greeks
Gods and Goddesses
Daily Life
City States and Poleis
Olympics
Battles and Wars
Greek Museum



Exploring properties
Thermal insulators and conductors
Hardness
Solubility
Separation of materials



Designing, making and painting Greek pottery

Greek Day - Greek food

Greek Museum



RE/Virtues/PSHE

What does it mean to be a Muslim in Britain?

Black History Month

Show Racism The Red Card

PSHE: Being me in my world



Scratch coding inspired by the Ancient Greeks




Invasion games- Handball

Net and Wall games- Badminton



Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 5 Term: Autumn Topics: The Ancient Greeks

<p>Speaking, Listening & Writing</p> 	<p>Research a famous Greek myth before writing your own either as a story or in a comic book style storyboard.</p>	<p>Research and create a fact file for a Greek God or Goddess.</p> <p>http://www.historyforkids.net/ancient-greek-gods.html</p>	<p>Write an acrostic poem for either Ancient Greece or the Greek Olympics.</p>	<p>Watch the short video of the Midas story and write a short diary extract for two weeks later.</p> <p>http://videos.weebly.com/uploads/1/2/5/7/12572836/the_legend_of_king_midas_-_an_animated_tale_on_vimeo_867.mp4</p>
<p>Problems, Science & Maths</p> 	<p>12x12 Speed tables - can you complete speed times tables in under 10 minutes, 5 minutes or even 4 minutes? Have a go at some with the aim to improve your fastest time (ask for sheets).</p>	<p>Go for a small 'Marathon' run with a parent and write a description about how you feel afterwards. What do you notice about your heart rate?</p>	<p>Create a bar chart comparing the highest temperatures in Hayle and in Athens for 7 days.</p>	<p>Create a timeline containing the most famous Ancient Greek mathematicians. What is their work celebrated today?</p>
<p>Art & Design</p> 	<p>Design a Greek pot using traditional Greek colours and repeated pattern or symbols.</p> <p>Ask your teacher for a template if you wish.</p>	<p>Design a Greek theatre mask. Think about the purpose of the mask - is it a comedy, tragedy or silly mask? It's probably best to do some research first. Sketch it on paper, the computer or even make it!</p>	<p>Using the Trojan horse as inspiration, design a model that could transport soldiers secretly into battle.</p>	<p>Draw a colourful caterpillar in all three stages of metamorphosis. Caterpillar, chrysalis and butterfly.</p>
<p>Constructing & Creating</p> 	<p>Create a name badge for yourself using the Greek alphabet. Why not try learning how to pronounce it!</p> <p>http://www.ducksters.com/history/ancient_greece/greek_alphabet.php</p>	<p>The Myths of Ancient Greece include various strange creatures based on animals that existed. Research some and design your own monster.</p> <p>http://www.ducksters.com/history/ancient_greece/monsters_and_creatures_of_greek_mythology.php</p>	<p>Create a model of the Olympic flag. Use paper card or textile.</p> <p>Can you find out what the rings represent?</p>	<p>Create a shield that could be used in battle. Decorate it in traditional Grecian symbols or why not decorate it with your initials in Ancient Greek.</p>



THE STONE AGE KNOWLEDGE ORGANISER



Overview

The Stone Age

The Stone Age is the name given to the earliest period of human culture – from the dawn of civilisation 2.5 million years ago, to around 5000 years ago, when humans began utilising metal to make tools and objects. The Stone Age is often divided into three periods:

- Paleolithic (Old Stone Age);
- Mesolithic (Mid Stone Age);
- Neolithic (New Stone Age);

The Paleolithic era lasted for such a long time that it accounts for 99% of all human history!



Hominids and Animals

Homo Erectus



Homo Erectus lived from about 2 million years ago, to about 150,000 years ago. Although they came from Africa, scientists believe that they may have spread to Asia and Europe. The nose and jaw of homo erectus skeletons are much wider than ours, their teeth were bigger, and they had considerably smaller brains. It is uncertain whether the demise of homo erectus was due to the arrival of the more intelligent homo sapiens species.

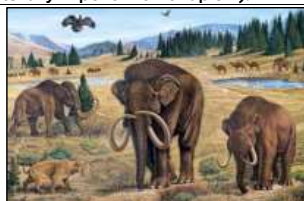
Homo Neanderthalensis



Neanderthals are a species of hominid that lived relatively recently, from about 400,000 years ago, to about 40,000 years ago. They were a very near relative to our own species, and were probably highly intelligent, with large brains. They were shorter, but stockier, than modern humans. Their bones have only been found in Europe and parts of Asia. It is thought that they may have died out unable to compete with homo sapiens.

Stone Age Animals

The world was filled with creatures in the Stone Age, many of which are still around today, but lots of which are now extinct. One of the most famous examples of those that are now extinct is the woolly mammoth, a species of elephant that was covered in fur – adapted to survive in the last ice age. Another example is the sabre-toothed tiger, a large big cat with long canine teeth, weighing up to 400kg! (the largest tigers are around 300kg). Giant ground sloths were another interesting animal from the time. Living in South America, these sloths were as large as elephants, weighing up to 4 tonnes! It could stand on two legs in order to reach food from trees.



Homo Denisova



The Denisovans were a species of human that were closely related to the Neanderthals – it is thought that the two species branched off somewhere in the Middle East, with the Denisovans occupying the far-eastern hemisphere. Denisovans are a recent discovery, with the first bone fragments found in 2010. It is thought that humans and Denisovans co-existed for some time; up to 5% of modern Aboriginal and Melanesian DNA is Denisovan.

Homo Sapiens



Homo sapiens is the scientific name for our species – modern humans. It is thought that homo sapiens originated in Africa between 300 and 150,000 years ago, and branched out into Eurasia about 60,000 years ago. It may be coincidental, but it appears that wherever homo sapiens went, other hominids died out (most scientists believe that they could not adapt to compete with intellectually-superior homo sapiens).

Life in the Stone Age

Food - Hunter Gatherers



In the Paleolithic era, humans found their food from the local environment. They mainly used tools such as spears and slings to kill and capture animals. They moved from site to site depending on the season, following sources of food as it migrated.

Fact
Early humans were also able to forage for fruit and nuts.

Tools



Early hominids (even homo erectus) used tools in order to aid everyday life. Many were chopping and cutting tools, although basic spears and hand axes have been found from the era. Tools increased in complexity over the Paleolithic era.

Fact
Oldowan tools, the earliest tools, were shaped from rocks.

Language



Perhaps the most important innovation of the Paleolithic era was the beginnings of language. Scientists can infer from cave drawings and the establishment of social structures that Paleolithic humans must have developed language.

Fact
Scientists think the language part of the brain developed at this time.

Religion



The period also saw the development of religions. Cave paintings suggest that many tribes believed in 'animism', or the idea that everything has a spirit, including animals, plants and inanimate objects.

Fact
Cave paintings found in France are about 40,000 years old!

Food - Hunting and Fishing



More elaborate weapons, such as arrows and spears, were developed. Canoes were constructed to allow humans to fish in the rivers and seas, probably carved from tree trunks and branches.

Fact
The oldest discovered canoe is 8,200 years old!

Domestication



Humans began to domesticate animals for various uses. For example, it is thought that dogs were domesticated from breeding the tamest wolves, and were used to aid hunting.

Fact
It is thought Stone Age man also bred dogs to be cute pets!

Clothes



Mesolithic humans used to wear clothes made of bark and leaves in the summer months, and clothes made of animal skins in the winter months.

Fact
The first leathers were probably made in this era.

Culture



As languages developed, so did distinct cultures. Art, dance, and social traditions appear to have been formed by this point in time.

Fact
Burials took place for the dead.

Food - Agriculture



Animals such as cows and sheep were domesticated, providing a ready-made supply of meat, milk and bone. Grain was developed as it could be stored for a long time.

Fact
Agriculture meant that people settled in one place.

Construction



Better tools and permanent settlements meant that large scale construction could take place. People lived in more permanent houses, which were congregated together in villages.

Fact
'Skara Brae' off Scotland, is a well-preserved Neolithic village.

Roles/ Occupations



Neolithic peoples created different roles in their societies, for example farmers, priests, and hunters. There is evidence that some people were made into leaders, whilst some became slaves.

Fact
Roles were decided based on gender and age.

Culture

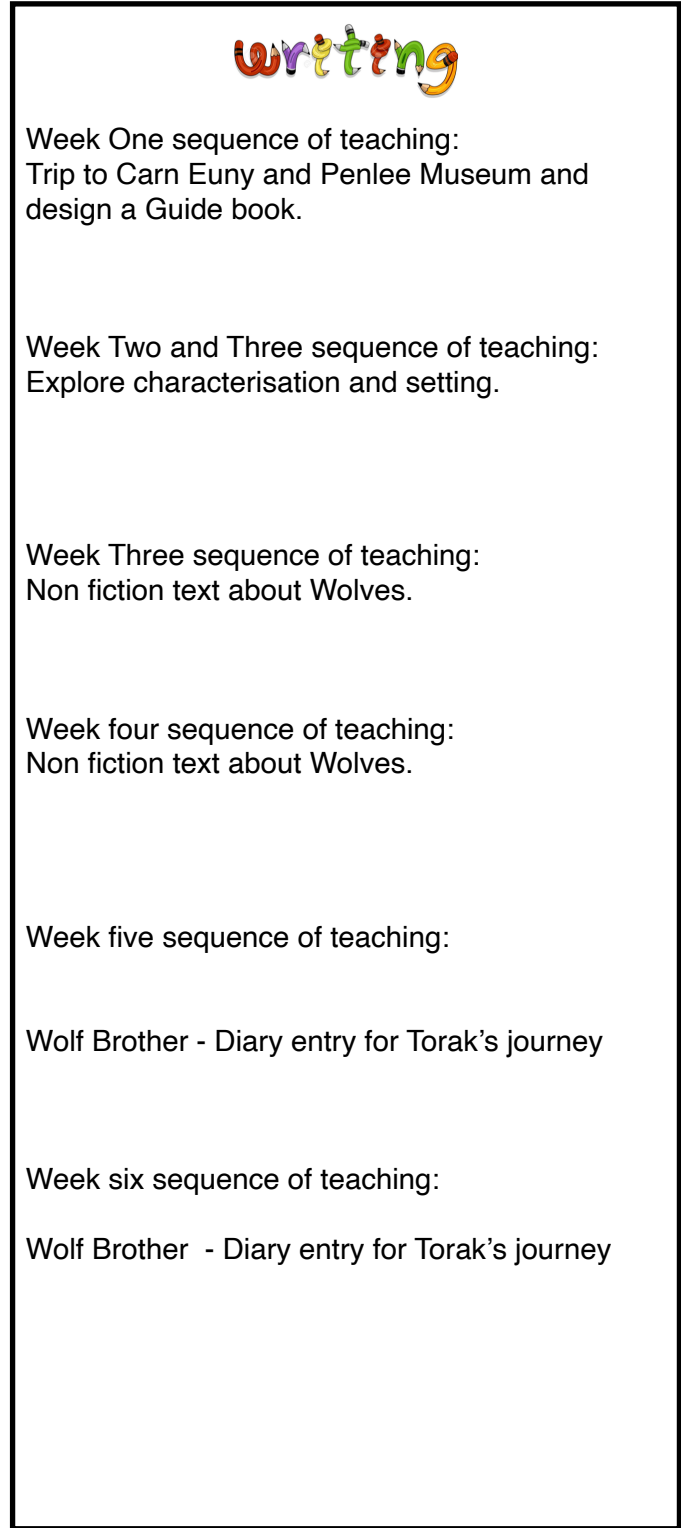


A range of carvings and other art forms demonstrate rapid developments in culture. These moved beyond what was literally seen in the world to include moral/ spiritual ideas. This was influenced by improved language, society structures and tools.

Fact
People from this time were able to make mud and clay objects.

Stone Age Timeline

2.5 million years ago – Stone Age begins – first rock artefacts.	300-150,000 years ago – Homo sapiens appear in Africa.	40,000 YA – First cave painting and carved figures, (Spain).	30,000 YA – Neanderthals become extinct	25,000 YA – Use of needles, saws and harpoons	25,000 YA – Earliest examples of pottery	15,000 YA – Domestication of pigs	11,000 YA – End of the last Ice Age	10,500 YA – Cattle were domesticated	8,000 YA – Wheel invented, irrigation begins	Around 6,000 YA – Writing invented in Sumer. Horses domesticated
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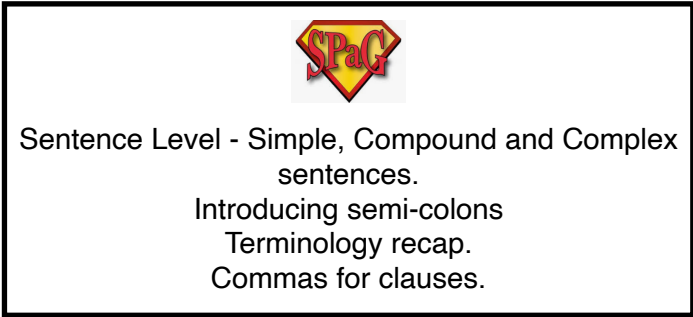


Week Two and Three sequence of teaching:
Explore characterisation and setting.

Week four sequence of teaching:
Non fiction text about Wolves.

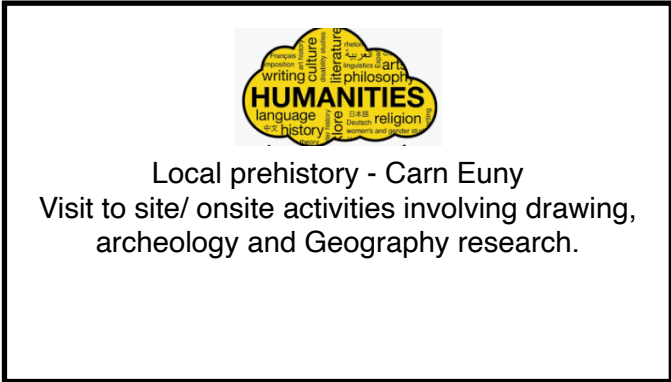
Wolf Brother - Diary entry for Torak's journey

Wolf Brother - Diary entry for Torak's journey

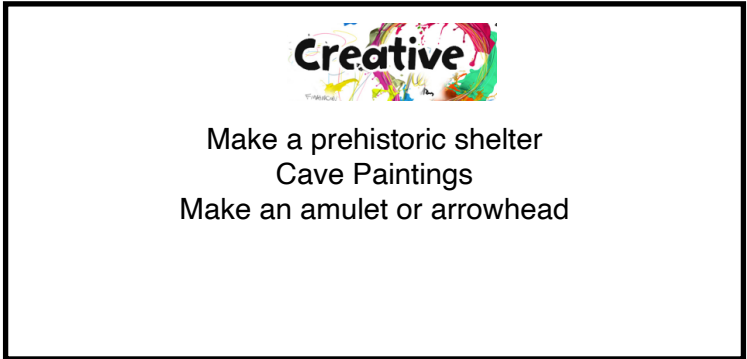


READING

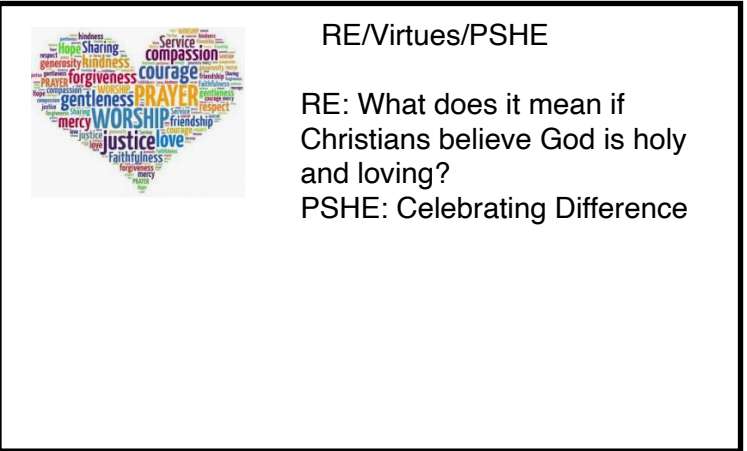
Wolf Brother



Properties and changes of materials



A word cloud in the shape of a heart, filled with various virtues and values. The words are in different colors and sizes, with some being more prominent than others. The words include: love, justice, mercy, forgiveness, gentleness, prayer, worship, faithfulness, compassion, courage, kindness, sharing, generosity, patience, self-control, peace, joy, hope, faith, and many others. The heart shape is formed by the arrangement of these words, with the most prominent words like 'love' and 'justice' forming the base and sides.



RE: What does it mean if Christians believe God is holy and loving?
PSHE: Celebrating Difference



Invasion games
Gymnastics- Parkour



Invasion games
Gymnastics- Parkour







Year 5 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 5

Term: Aut 2

Topics: Stone Age

Speaking, Listening & Writing 	<p>Research and create a poster of the jobs that stone age people would have had to do.</p>	<p>IDL- can you spend 10 minutes a day for a week improving your spelling using IDL at home?</p>	<p>Write a punctuated conversation between two hunters, one who was successful and one that was not.</p>	<p>Write a persuasive letter to English Heritage to convince them not to demolish Chysauster and develop the land for affordable housing.</p>	<p>Research and create a fact file about an animal that lived in Britain during the stone age,</p>
 Problems, Science & Maths	<p>Hunter gatherers uses. Use rocks and spears to catch their food. In a safe space set up a target and use sticks or balls to try hit it.</p>	<p>Research Stone Age Tools and create a Venn Diagram showing Stone Age tools vs tools used today tools.</p>	<p>Mathletics: This is a great space to build on the work we have been completing in school. Can you become Mathlete of the week?</p>	<p>Undertake one of the two different experiments about changes in materials properties on Showbie (homework folder)</p>	<p>Can you become a Rock Hero? Why not try and better your TTRS speed by practising at home.</p>
Art & Design 	<p>Create types of paint by crushing berries, grass, leaves and other natural materials. Use the paint to make a picture.</p>	<p>Draw a picture of what your cave would look like if you lived in the stone age.</p>	<p>Cave art was used to tell stories of adventure and misfortune. Can you tell a story through the median for cave paintings?</p> <p><u>Picture ideas.</u></p>	<p>Fire was a crucial part of Stone Age life. Can you create a piece of fire inspired artwork?</p>	<p>Use chalk on a pavement to create a stone age painting</p>
Constructing & Creating 	<p>Follow a Stone Age recipe from ingredients that were available at the time.</p> <p>https://www.imagininghistory.co.uk/post/stone-age-food</p>	<p>Using different materials/technology create a model of a stone age structure like stone henge.</p> <p><u>Photo ideas</u></p>	<p>Create a cross sectional drawing of what a Stone Age house looked like. Think about what we saw at Chysauster .</p>	<p>Create a stone age quiz for your friends!</p>	<p>Find some rocks from your garden or the beach and create a short description of what it is and how it was used in the Stone Age</p>



Key Vocabulary

Planet- an object that orbits a star and does not emit its own light.

Star- a burning mass of gas that makes heat and light energy (eg the sun)

Gravity- the force that attracts objects towards a larger object.

Solar System- a star with objects orbiting it

Orbit- a curved path of a planet or satellite around an object

NASA-The National Aeronautics and Space Agency- a US agency responsible for the exploration and study of space.

Universe- all of space and everything in it.

Astronomy- the branch of science that deals with space and the physical universe

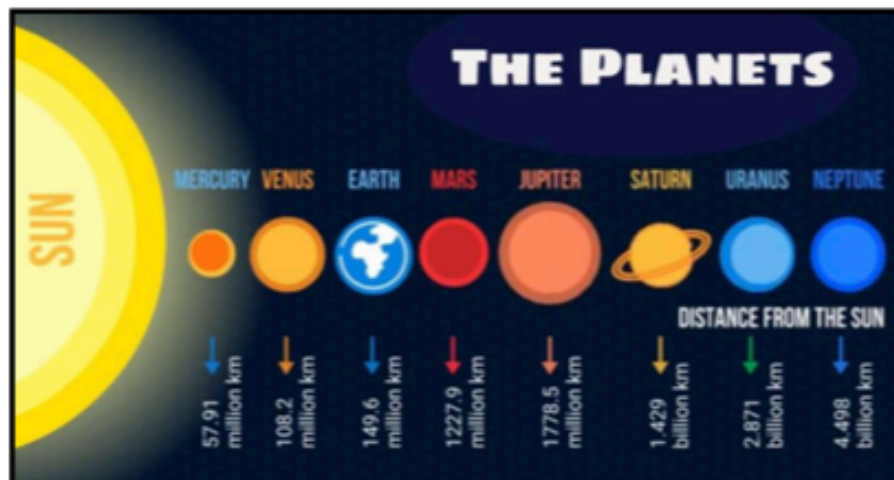
Asteroid- a small rocky body orbiting the sun.

Segregation- the act of separating people because of characteristics

Cold War- A state of hostility between the Soviet Bloc and the western powers from 1945-1990.

Sputnik- First artificial Earth satellite, it was launched by Moscow in 1957 and sparked U.S. fears of Soviet dominance.

The Space Race was a competition of space exploration between the Soviet Union (now Russia) and the United States, which lasted from 1955 to 1969. The Space Race began after the Soviet launch of Sputnik 1 on 4 October 1957. The term "Space Race" started as a comparison to the arms race. The Space Race became an important part of the rivalry between the United States and the Soviet Union during the Cold War. Space technology became an extra important area in this rivalry, because of possible military uses.



Key People

John F Kennedy - American President who made promise to reach the moon by 1970.

Alan Shepherd - First American in Space.

Yuri Gagarin - First person to orbit Earth.

Neil Armstrong, Buzz Aldrin & Michael Collins - The 3 Americans on Apollo 11.

Valentina Tereshkova - First female in Space.

Katherine Johnson- An American mathematician whose work was crucial in NASA's success.

In this unit we will:

- Learn about Space and the Solar System
- Explore the movement of the Sun, Earth and other planets.
- Find out about the early years of space exploration from 1940 to 1970.
- Learn about different astronauts.
- Think about extra-terrestrial life.

Key dates

4 October 1957 - The world's first artificial satellite.

28 May 1959 - First creatures to return alive from space.

12 April 1961 - The first man in space.

16 June 1963 - The first woman in space.

18 March 1965 - First-ever spacewalk.

20 July 1969 - First man on the Moon.





Week One sequence of teaching:

Hidden Figures

NASA introduction/segregation
Building cohesion through linked ideas

Week Two sequence of teaching:

Hidden Figures

Summarise key events
Investigate the meaning of the title.
Characterise role models

Week Three sequence of teaching:

Hidden Figures

Newspaper report on moon landing and the inclusion of these hidden figures.

Week four sequence of teaching:

Hidden Figures

Newspaper report on moon landing and the inclusion of these hidden figures.

Week five sequence of teaching:

Hidden Figures

Watch the film and create a film/book comparison.

Week 6

Hidden Figures

In-depth look at Kathrine Johnson- Begin to write a biography.

Science link to phrases of the moon- information text.



Modal Verbs
Noun Phrases
Direct and reported speech



Hidden Figures
VIPERS - Space Non - fiction



A study of the Space race.
Comparative study for people of colour during the 1950-1970's- the dawn of the space race to present day.



Our solar system
The heliocentric model
Earth's movement
Night and day
Moon



Rocket art (mixed medium)

Music: First Access Brass- Hayle Academy Samba
Forest School
Sing- Up- Earth, Space and all the Jazz.



RE/Virtues/PSHE

PSHE: Nutrition and illness.

RE:

Why Do Christians Believe That Jesus was the Messiah?



Invasion games

Tag Rugby with the Pirates
Swimming
HRE



Week One sequence of teaching:

Curiosity

Explanation and information about Mars Rover.

Week Two sequence of teaching:

Curiosity

Week Three sequence of teaching:

Curiosity

Week four sequence of teaching:

Curiosity

Week five sequence of teaching:

Is Space exploration worth it?

Debate - moral, scientific, economic.

Week six

Is Space exploration worth it?

Debate - moral, scientific, economic.

Write a persuasive argument (send letters to MP to increase/ reduce funding for the space program)



Year 5 grammar for Non-fiction

Commas in clauses

Adverbial and noun phrases

Direct and reported speech

Present vs past tense



Inferences through characterisation

Words that capture imagination

Themes and conventions



Creating a space meal

Designing space music

Solar system songs



Forces - Hydraulics/ pneumatics

Air resistance – forces involved.

Force and friction.



Mars Rover - DT (science links - Pneumatics vs hydraulic, Size of wheels - links to Friction and pulleys)

RE/Virtues/PSHE

Looking after the world

Celebrations

Relationships

Growing up

RE: Why is the Torah important to Jewish people?

PSHE: Online content



Creative space activities and augmented reality spaceships.

E-Safety



Invasion games – Tag rugby
Netball



Year 5 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 5

Term: Spring 1

Topics: The Space Race

<p>Speaking, Listening & Writing</p> 	<p>Imagine that you are about to be the first person to set foot on Mars. Listen to Neil Armstrong's famous speech. Write one for your first "small step..."</p>	<p>IDL- can you spend 10 minutes a day for a week improving your spelling using IDL at home?</p>	<p>Write and design a postcard from one of the planets in the solar system. Imagine you are visiting there. Describe the planet and what you have been doing there.</p>	<p>You are sat on board the Apollo 11 space craft. The count down has started. 10...9... describe the feelings you have running through your head, Excitement? Trepidation?</p>	<p>Share the key points from our Hidden Figures text with someone at home including the significance of the black computers who went on to send NASA to Space</p>
<p>Problems, Science & Maths</p> 	<p>Find out what a leap year is. Come up with a way to describe it so that a younger child would understand you.</p>	<p>Can you use an object and torch to explain to someone at home how we experience night and day? Take some photos to share on Showbie!</p>	<p>Design and build a baking soda rocket (Link) using the chemical reaction to launch it in to orbit (or into the sky at least)</p>	<p>Create a Moon diary over the course of a month. How does the moons appearance differ throughout its cycle? Can you include some photos or drawings?</p>	<p>Can you become a Rock Hero? Why not try and better your TTRS speed by practising at home.</p>
<p>Art & Design</p> 	<p>Research all the sweets and chocolates that are named after things in space. Design one of your own, using a poster to advertise it. Make sure you give it an original space themed name!</p>		<p>Use Hubble telescope Image search to explore images of our solar system and beyond. Create a picture inspired by the image. e.g. Watercolour, acrylic, collage, ink, pastel...</p>	<p>Study the paintings of Robert McCall, a famous space artist. Create a picture inspired by his style. visit:http://www.mccallstudios.com</p>	<p>Can you create a piece of art that is inspired by a meteor shower? Inspirational image search</p>
<p>Constructing & Creating</p> 	<p>Create a new planet. Draw or make this planet. Create a fact file to go with it. http://www.planetsforkids.org</p>	<p>Create a junk modelled space shuttle, rocket or satellite- recycle things you no longer need at home!</p>	<p>Research astronaut food and design your own menu for tonight's meal on the ISS</p>	<p>Create your own mnemonic for to help remember the order of the planets in our solar system.</p>	<p>Using the songs we've looked at in school, can you create your own space themed song or rap?</p>

What is Geography?

Geography is exploring the world and where we live.

What qualities does a geographer have?

- Curiosity
- Accuracy
- Patience

What do I already know?

- I can begin to explore how physical and human geography have changed over time,
- I can describe how earthquakes happen and the water cycle.
- I can confidently use world maps and atlases.





Tier 3 Vocabulary

Pollution
Ecologist
Rigid
Durable
Malleable
Conversationist
Sustainability
Biodiversity
Degradable
Soluble



Conservation Conversation



Knowledge Concept	As a geographer, I can...	Enquiry Question
	<ul style="list-style-type: none">• Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features• Identify position of latitude, longitude and N/S Hemispheres• Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic• Identify position of Prime/Greenwich Meridian and time zones	How are highly populated countries combating climate change?
	<ul style="list-style-type: none">• Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically	How is plastic repurposed around the world?
	<ul style="list-style-type: none">• Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle)• Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources)• Understand the interaction between physical and human processes and features	Why do some animals thrive in different parts of the world compared to others?
	<ul style="list-style-type: none">• Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world• Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg numerical, quantitative and writing at length• Use 8-point compass, grid references (4 & 6) and Ordnance Survey maps	Is our local area at risk of being affected by rising sea levels?

What equipment will help me?

Maps
Data
Graphs
Stories
Samples
Images
Compass

Wider Thinking (Diversity/ Inspirational people)

Wangari Maath -
First female in Eastern and Central Africa to obtain a doctorate degree.
Sir David Attenborough

Key Question? (Assessment question)

What impact has plastic had on the world we live in?



Week One sequence of teaching:

Flotsam

Week Two sequence of teaching:

Flotsam

Week Three sequence of teaching:

Flotsam

Week four sequence of teaching:

David Attenborough

Non fiction

Plastic Pollution

Week five sequence of teaching:

Non-fiction

Letter to Coca Cola

Week six sequence of teaching:

Letter to Coca Cola



Learning and revising the grammar in Appendix 2



The Last Wild by Piers Torday

8 compass points and 4 figure grid references
Use world maps to build knowledge of the world.
Geographical similarities and differences **UK/**
Europe/South America



Materials and their properties
Thermal conductors
Solubility and separation



Art - Picture book- local physical and human geography

Creating Healthy snacks to include all of our 5-a-day?

RE/Virtues/PSHE

What would Jesus Do?

Community work (Beach clean etc)

E-safety

Mental health and keeping well



E-safety

Create a Better Planet animations.

Use Scratch to create interactive apps and games.

Use Micro:Bits, LEGO WeDo 2.0 and Scratch to create programs to manage climate.



Dance- movement to music

Cricket/rounders- striking and fielding



Week One sequence of teaching:

Persuasive Writing - Government/ GLOBAL

Week Two sequence of teaching:

Persuasive Writing - Government/

Week Three sequence of teaching:

NonFiction - Local / global wildlife comparison
Endangered

Week four sequence of teaching:

NonFiction - Local / global wildlife comparison
Endangered

Week five sequence of teaching:

NonFiction - Local / global wildlife comparison
Endangered

Week six sequence of teaching:



learning and revising the grammar in Appendix 2



The Last Wild by Piers Torday



Explain key elements of both physical and
human geography and understand their
interaction.



Living things and their habitats

Life cycles of plants, mammals, amphibians,
birds and reptiles.

Jane Goodall and Sir David Attenborough



Repurposing plastics

Beach trip and animal themed art with Dunescape

RE/Virtues/PSHE

Managing challenge and exploring risk

Community work (Beach clean etc)

What matters most to humanists and Christians?



Create a Better Planet animations

Use Scratch to create interactive apps and
games

Use Micro:Bits, LEGO WeDo 2.0 and Scratch
to create programs to manage climate.



Tennis- net and wall





Athletics



Year 5 Home Learning Challenges

Here's a selection of homework ideas to support the topics we are covering at school. This homework is optional, but we strongly encourage our pupils to share their knowledge and ideas with adults at home so that we can all inspire a love of learning.

Year: 5 Term: Summer Topics: Conservation Conversation

Speaking, Listening & Writing 	Research an animal that is at risk here in the UK and create fact file about that animal.	Creating a poster highlighting the benefits of plastic use. It's such a multi-use material- if only we knew how to dispose of it!	Write a persuasive letter to a local company or global corporation trying to convince them to drop single use plastics.	Create a poster to display in school encouraging both children and adults to recycle.	Research an endangered animal that is at Newquay Zoo- write a balanced argument about animals being bred in captivity.
 Problems, Science & Maths	Research and explain what is being done to help clean up our oceans.	Design and market your own reusable water bottle. Give it a brand name.	Create a poster promoting the recycling of plastic. The best posters will be used across school. Poster ideas	There is still time to become a Rock Hero!	Map out where you find the most critically endangered species.
Art & Design 	Eco challenge - Collect some recycled plastic and create a sculpture of something that can be brought to life- what will you create?	Scientists and marine biologists have been exploring technology to clean up plastic from the oceans. Ocean Clean Up Design your own technology to clean up the oceans.	Build a model of an animals habitat using natural materials	Draw a map of your local area including recognised sign and symbols.	Research and artist who uses recycled materials in their work and share your findings with the class.
Constructing & Creating 	Can you collect some ghost netting from the tide line and create your own piece of jewellery	Create your own set of Top Trump cards highlighting the risk to some of our favourite animals around the world that face extinction?	Using your knowledge of our '5-a-day' can you create a healthy snack or smoothie containing 5 portions of fruit or vegetable?	Have a go at creating your own compass at home How to...	Create a snakes and ladders themed game linked to conservation.

- Yr 5 Reading:**
1. Apply their growing knowledge of word families, root words, prefixes and suffixes (morphology and etymology) both to read aloud and understand the meaning of new vocabulary.
- Comprehension:**
2. Continuing to read and discuss an increasingly wide range of fiction, poetry, non-fiction and reference books or textbooks
 3. Reading books that are structured in different ways and reading for a range of purposes.
 4. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions
 5. Recommending books that they have read to their peers, giving reasons for their choices
 6. Identifying and discussing themes and conventions in and across a wide range of writing
 7. Making comparisons within and across books
 8. Learning a wider range of poetry by heart
 9. Preparing poems and plays to be read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
 10. Check the book makes sense to them, discussing their understanding and exploring the meaning of words in context
 11. Ask questions to improve their understanding
 12. Drawing inferences such as characters feelings, thoughts and motives from their actions and justifying inferences with evidence
 13. Predicting what might happen from details stated and implied
 14. Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
 15. Identifying how language, structure and presentation contribute to meaning
 16. Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader
 17. Distinguish between statements of fact and fiction
 18. Retrieve, record and present information from non-fiction
 19. Participate in discussions about books that are read to them and those they can read for them selves, building on their own and others ideas and challenging views courteously
 20. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and adding notes where necessary
 21. Provide reasoned justifications for their views

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Composition:

1. Can identify the audience and purpose for writing and select the appropriate form with guidance, using models.
2. Noting and developing initial ideas, drawing on reading and research.
3. In writing narratives consider how authors have developed character and setting in what they have read, seen and/or heard/performed
4. Select appropriate grammar and vocabulary and understand how such choices can change and enhance meaning.
5. Describe setting and characters and use dialogue to convey character and advancing action
6. Precising longer passages
7. Use a wide range of devices to build cohesion within and across paragraphs using different narrative devices.
8. Use organisational and presentational devices to structure a text. E.g. subheadings.
9. Can assess the effectiveness of my own and others' writing,
10. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
11. Ensuring the consistent and correct use of tense throughout a piece of writing
12. Ensuring the correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register
13. Proof-read for any errors in punctuation and spelling
14. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

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Spelling:

1. Use further prefixes and suffixes and understand the guidance for adding them
2. Spell some words with silent letters
3. Continue to distinguish between homophones and other words which are often confused
4. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf

5. Use dictionaries to check the spelling and meaning of words
6. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
7. Use a thesaurus

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Handwriting and Presentation

Pupils should be taught to write legibly, fluent and with increasing speed by:

1. Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
2. Choosing the writing implement that is best suited to the task

Vocabulary, Grammar and Punctuation:

1. Recognising vocabulary structures that are appropriate for formal speech and writing, including subjunctive forms
2. Using passive verbs to affect the presentation of information in a sentence
3. Using the perfect form of verbs to mark relationship of time and cause
4. Using expanded noun phrases to convey complicated information concisely
5. Using modal verbs or adverbs to indicate degrees of possibility
6. Using relative clauses beginning with *who*, *which*, *where*, *when*, *whose*, *that* or with an implied (ie omitted) relative pronoun
7. Learning the grammar in Appendix 2:

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

8. Using commas to clarify meaning or avoid ambiguity in writing
9. Using hyphens to avoid ambiguity
10. Using brackets, dashes or commas to indicate parenthesis
11. Using semicolons, colons or dashes to mark boundaries between independent clauses
12. Using a colon to introduce a list
13. Punctuating bullet points consistently

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Maths Y5 Place value:

1. Read, write, order and compare numbers to 1,000,000 and explain the value of each digit.
2. Count forwards or backwards in steps of powers of ten for any given number up to 1,000,000.
3. Round any whole number up to 1,000,000 accurately to the nearest 1, 10, 100, 1000, 10,000 and 100,000.
4. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0.
5. Solve number and practical problems that involve all the above.
6. Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals.

Addition and subtraction:

1. Add and subtract whole numbers with more than four digits using written methods such as the column method.
2. Add and subtract increasingly large numbers mentally.
3. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
4. Solve multi-step addition and subtraction problems in a range of contexts, deciding which operations and methods to use and why.

Multiplication and division:

1. I can multiply numbers up to four digits by one or two digits using formal written methods including long multiplication for two digit numbers.
2. Divide numbers up to four digits by one digit using formal written method of short division and interpret remainders in context.
3. Multiply and divide numbers mentally using known facts.
4. Recognise and use square and cube numbers and the notation (2), (3).
5. Know and use the language of prime numbers, prime factors and composite numbers.
6. Identify prime numbers to 19 and establish whether a number up to 100 is prime.
7. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
8. Identify common multiples and factors including finding factor pairs and common factors.
9. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
10. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Measurement:

1. Solve problems involving converting between units of time in a range of contexts.
2. Convert between metric and imperial units including: inches, pounds and pints.
3. Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
4. Calculate and compare areas of rectangles and estimate the area of irregular shapes.
5. Use the four operations to solve problems involving measure using decimal notation including scaling.

Fractions and decimals:

1. Compare and order fractions whose denominators are multiples of the same number.
2. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
3. Recognise mixed numbers and improper fractions and convert from one to the other.
4. Add and subtract fractions with the same and multiple denominators that are multiples of the same number.
5. Read and write decimal numbers as fractions including hundredths. E.g. 0.71 = 71/100.
6. Multiply proper fractions and mixed numbers by whole numbers supported by materials and diagrams.
7. Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place.
8. Read, write and order numbers up to three decimal places.
9. Recognise the percentage symbol and understand it relates to number of parts per hundred and write percentages as a fraction with denominator 100, and as a fraction.
10. Recognise and use thousandths and relate to tenths and hundredths and decimal equivalents.
11. Solve problems involving number up to 3 decimal places.
12. Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, fifths and fractions with a denominator multiples of 10, 25.

Geometry:

1. Identify 3D shapes including cubes and cuboids from 2D representations.
2. Know angles are measured in degrees and can recognise, estimate and compare acute, obtuse, reflex and right angles.
3. Draw given angles and measure in degrees.
4. Identify angles at a point and one whole turn.
5. Identify angles at a point on a straight line, and 1/2 a turn and other multiples of 90 degrees.
6. Use properties of rectangles to deduce related facts and find missing lengths and angles.
7. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
8. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language and know that the shape has not changed.

Statistics:

1. Read and interpret information in a range of tables and representations including timetables.
2. Solve comparison, sum and difference problems using information presented in a line graph.



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

Describe the changes as humans develop to old age

Compare and group together everyday materials on the basis of their properties, including their hardness solubility, transparency and response to magnets

Know that some metrics will dissolve in liquid to form a solution and describe how to recover it

Use knowledge of solids, liquids and gases to decide how mixtures might be separated: filtering, sieving and evaporating

Give reasons based on evidence from comparative fair tests

Demonstrate that dissolving, mixing and change of state are reversible changes

Describe the movement of the Earth and other planets relative to the sun in the solar system

Describe the moment of the moon in relation to the Earth

Describe the Sun, moon and Earth as approximately spherical

Use the Earth's rotation to explain day and night

Explain the force of gravity

Identify effects of air resistance, water resistance and friction

Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect



Explain what life was like in the Stone, Bronze and Iron Age.

Describe similarities and differences between aspects of life in Britain from the Stone Age to Iron Age.

Describe what life was like in Ancient Greece, achievements made and influences on the modern world. Describe Ancient Greek's religious beliefs.

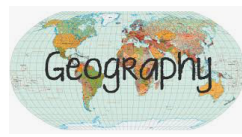


Can apply understanding of how to strengthen, stiffen and reinforce complex structures.

Can explain how a mechanical system works and apply it in designing and making a product. E.g. lever, gear, pulley, cam.

Understand and begin to be able to apply the principles of a healthy and varied diet.

Know how ingredients are grown, reared, caught and processed. Understand what seasonality is.



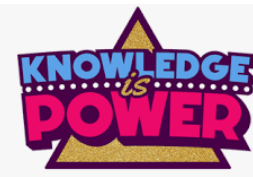
Understand geographical similarities and differences through the study of human physical geography of a region of the UK.

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.

Describe and understand rivers, volcanoes and earthquakes, and the water cycle.

Describe and understand types of settlement and land use.

Describe and understand economic activity including trade links.



To understand simple text based languages used by coding apps, eg Scratch.

Explain the wide range of opportunities that the internet provides.

Understand some ways in which internet search results are ranked.

Understand the different national and international agencies responsible for fighting internet crime.



MFL:

Asking and swearing questions about school subjects

Expressing a simple opinion, likes/dislikes

Adjectives to give opinion

Places around the school

Building and places of interest

Where is...? Here is... What would you like? How much does it cost?

Numbers 0 - 50

Shopping at the market/fruit/vegetables/transactional language

What are you wearing - what's it like

Personal information passport control, countries, ways to travel, planets, dialogues

Sports, foods, beach clothes



DRAWING- Sketch books show a series of preliminary studies using a variety of sources-

Understand that art can be influenced by observation, photographs and digital images.

PRINTING- I understand that prints can be built up through layers to show shape and different colours.

PAINTING & COLOUR-. Know and understand what Complementary and Contrasting colours are.

Understand that different shades of colours can the effects of light alter atmospheres.

SCULPTURE- Can design and make 3D models from observation.

Know that clay is malleable and can be joined using slip.

GREAT ARTISTS, ARCHTECTS & DESIGNERS- Know that Charles Rennie Mackintosh was a watercolourist, architect and designer. Look at movement in figures of Giacometti.



Drug, alcohol and tobacco education:

About the risks associated with smoking drugs, including cigarettes, e-cigarettes, sishna and cannabis

About different influences on drug use - alcohol, tobacco and nicotine products Startegies to rests pressure from others about whether to use drugs - smoking drugs and alcohol

Mental health and emotional wellbeing:

Pupi:s learn about a wide range of emotions and feelings and how these are experienced in the body

About how time of change and how this can make people feel

About feelings associated with loss, grief and bereavement



Use the standard musical notation of crochet, minus and semibreve to indicate how many beats to play

Read and create notes on the musical stave

Use and understand simple time signatures

Describe how lyrics often reflect the cultural context of music and have social meaning



Physical Health and Well being:

That messages about food adverts can be misleading

About role models

About how the media can manipulate images and that these images may not reflect reality

Keeping safe and managing risk:

About keeping safe online

That violence within a relationship is not acceptable

About problems that can occur when someone goes missing from home

Identity:

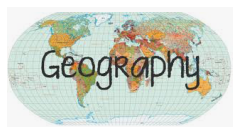
About stereotyping and gender stereotyping

Prejudice and discrimination and how this can make people feel

Careers:

That money can be borrowed but there are risks

About enterprise and peoples decisions about their careers



Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

Take measurements, using a range of scientific equipment, with increasing accuracy and precision,

Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Use test results to make predictions to set up further comparative and fair tests

Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Identify scientific evidence that has been used to support or refute ideas or arguments

Sequence a range of events from the time studied on a timeline-relating them to previous studies and making comparisons between different times in history.

Begin to accurately use a wide range of terms and periods labels.

Knowing key features, events and beliefs.

To compare and link a wider range of times.

To develop a deeper understanding how a period of time can have both continuity and change and the result of this.

Examine causes and results of great events and the impact on people.

Begin to identify primary and secondary sources and select relevant evidence to build up a picture of life in time studied.

Compare accounts of events from different sources-offering some reasons for different versions of events - options and fact.

Use maps, atlases, globes and digital/computer mapping to locate countries and describes features studied.

Use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the UK and the wider world.

Use field work 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.

Use drag and drop text-based programming apps such as Swift Playgrounds to create increasingly complex code.

Control a range of variables and various forms of input and output.

Use logical reasoning to explain bugs in programs written by others across a range of programming languages.

Select and use a range of different software to accomplish given tasks.

Begin to use research to develop design criteria to inform the design of innovative products that are appealing and fit for purpose and end user.

Generate, develop, model and communicate ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design.

Select from and use a wider range of tools and equipment to perform practical tasks, usually accurately. (e.g. cutting, shaping, joining, finishing)

Select from and use a wide range of materials and components according to their functional properties and aesthetic qualities.

Investigate and analyse a range of existing products. Use own design criteria and views of others to evaluate ideas and products and improve them.

Use a selection of cooking techniques to prepare mainly savoury dishes.

DRAWING Further investigate mono chrome- Use different sketching pencils in tonal drawings. Show light sources and be able to create shadow. Can draw in ink to explore fine line and varied mark making.

PRINTING- Will make overlays which add different shapes and colours to print. Can use wax resist in batik. Can use lino cut tools to impress into foam tiles.

PAINTING & COLOUR- Revisit the colour wheel- is able to mix different shades of the same colour-- showing subtle differences. (paint swatches) Experiment with watercolour washes and pure acrylic colour layers.

Use fine watercolour brushes to add detail.

SCULPTURE- Can use clay to mould into recognisable form. Can use a range of clay tools for cutting, shaping and moulding.

Use papier mache and Modroc/ Wire techniques to create figures.

EVALUATE- Compare ideas, methods and approaches in their own and others' learning.

Sing or play from memory with confidence

Perform solos or as part of an ensemble

Sing or play expressively and in tune

Hold a part within a round

Sing a harmony part confidently and accurately

Create songs with verses and a chorus

Create rhythmic patterns with an awareness of timbre and duration

Combine a variety of musical devices, melody, rhythm and chords

Use digital technologies to compose, edit and refine pieces of music

Choose from a wide range of musical vocabulary to accurately describe and appraise music



Respond to simple questions. Explain own views and listen to the views of others.





Progression of skills: PHYSICAL EDUCATION

Evaluation:

Watches and describes performances accurately.

Learn from others how they can improve their skills.

Comment on tactics and techniques to help improve performances.

Make suggestions on how to improve their work, commenting on similarities and differences.

Athletics

Beginning to build a variety of running techniques and use with confidence.

Can perform a running jump with more than one component.

e.g. hop skip jump (triple jump)

Beginning to record peers performances, and evaluate these.

Demonstrates accuracy and confidence in throwing and catching activities.

Describes good athletic performance using correct vocabulary.

Can use equipment safely and with good control.

Dance

Beginning to exaggerate dance movements and motifs (using expression when moving)

Demonstrates strong movements throughout a dance sequence.

Combines flexibility, techniques and movements to create a fluent sequence.

Moves appropriately and with the required style in relation to the stimulus.

e.g. using various levels, ways of travelling and motifs.

Beginning to show a change of pace and timing in their movements.

Uses the space provided to his maximum potential.

Improvises with confidence, still demonstrating fluency across their sequence.

Modifies parts of a sequence as a result of self and peer evaluation.

Uses more complex dance vocabulary to compare and improve work.

Gym

Select and combine their skills, techniques and ideas.

Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.

Draw on what they know about strategy, tactics and composition when performing and evaluating.

Analyse and comment on skills and techniques and how these are applied in their own and others' work.

Uses more complex gym vocabulary to describe how to improve and refine performances.

Develops strength, technique and flexibility throughout performances.

Links skills with control, technique, co-ordination and fluency.

Understands composition by performing more complex sequences.

Games

Vary skills, actions and ideas and link these in ways that suit the games activity.

Shows confidence in using ball skills in various ways, and can link these together.

Uses skills with co-ordination, control and fluency.

Takes part in competitive games with a strong understanding of tactics and composition.

Can create their own games using knowledge and skills.

Can make suggestions as to what resources can be used to differentiate a game.

Apply basic skills for attacking and defending.

Uses running, jumping, throwing and catching in isolation and combination.

Outdoor Adventurous Activities

Develops strong listening skills.

Uses and interprets simple maps.

Think activities through and problem solve using general knowledge.

Choose and apply strategies to solve problems with support.

Discuss and work with others in a group.

Demonstrates an understanding of how to stay safe.

Heathy Lifestyles

Can describe the effect exercise has on the body

Can explain the importance of exercise and a healthy lifestyle.

Understands the need to warm up and cool down.