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Creating a stone age shelter and stone age paintings. Torak's diary entry. Greek Pottery



How do we know how stone age people lived?  
Space: How big actually is it?

Class:

Class 11 and 12

Trips/Experiences:

Penlee/Can Euny  
Spaceport  
Greek Day

Porthcurno Telegraph museum  
Spaceport visit to school  
Space launch July?

Experts:



**Autumn Term**

**Early Years  
Foundation Stage**

	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 Burning	Diary writing Fact file Instructions Letter Writing	Place value (within 10 and 20) Addition and subtraction	Everyday materials Seasonal changes	Poplet - factfile Green scree - 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

	English	Maths	Science	Computing	History	RE	Art and Design	Music	DT	MFL	PE
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

	English	Maths	Science	Computing	History	RE	Art and Design	Music	DT	MFL	PE
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

	English	Maths	Science	Computing	History	RE	Art and Design	Music	DT	MFL	PE
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

	English	Maths	Science	Computing	History	RE	Art and Design	Music	DT	MFL	PE
Year 5 Who let the Gods out? Stone Age	Diary entry Story setting	Place value Addition and subtraction, Statistics, Multiplication and division,	Living things and their habitats Properties of materials	Research Greek Gods Online safety	Greeks 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

	English	Maths	Science	Computing	History	RE	Art and Design	Music	DT	MFL	PE
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



# THE STONE AGE KNOWLEDGE ORGANISER



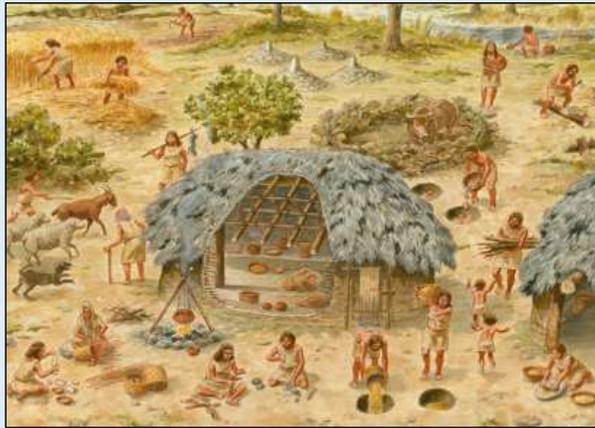
## Overview

### 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.

**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).

**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.



## Life in the Stone Age

<b>Food - Hunter Gatherers</b>		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.	<b>Fact</b> Early humans were also able to forage for fruit and nuts.	<b>THE PALEOLITHIC ERA</b>
<b>Tools</b>		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.	<b>Fact</b> Oldowan tools, the earliest tools, were shaped from rocks.	
<b>Language</b>		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.	<b>Fact</b> Scientists think the language part of the brain developed at this time.	
<b>Religion</b>		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.	<b>Fact</b> Cave paintings found in France are about 40,000 years old!	<b>THE MESOLITHIC ERA</b>
<b>Food - Hunting and Fishing</b>		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	<b>Fact</b> The oldest discovered canoe is 8,200 years old!	
<b>Domestication</b>		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.	<b>Fact</b> It is thought Stone Age man also bred dogs to be cute pets!	
<b>Clothes</b>		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.	<b>Fact</b> The first leathers were probably made in this era.	<b>THE NEOLITHIC ERA</b>
<b>Culture</b>		As languages developed, so did distinct cultures. Art, dance, and social traditions appear to have been formed by this point in time.	<b>Fact</b> Burials took place for the dead	
<b>Food - Agriculture</b>		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.	<b>Fact</b> Agriculture meant that people settled in one place	
<b>Construction</b>		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.	<b>Fact</b> 'Skara Brae' off Scotland, is a well-preserved Neolithic village.	<b>THE NEOLITHIC ERA</b>
<b>Roles/ Occupations</b>		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.	<b>Fact</b> Roles were decided based on gender and age.	
<b>Culture</b>		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.	<b>Fact</b> 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

# writing

Week One sequence of teaching:

Here we are Oliver Jeffers - CLPE

Week Two sequence of teaching:

Wolf Brother - CLPE

Week Three sequence of teaching:

Wolf Brother - CLPE

Week four sequence of teaching:

Wolf Brother - CLPE

Week five sequence of teaching:

Wolf Brother - CLPE

Week six sequence of teaching:

Wolf Brother - CLPE - Diary entry for Torak's journey



Sentence Level - Simple, Compound and Complex sentences.  
Introducing semi-colons  
Terminology recap.  
Commas for clauses.



Wolf Brother



Local prehistory - Carn Euny  
Visit to site/ onsite activities involving drawing, archeology and Geography research.



Properties and changes of materials



Make a prehistoric shelter  
Cave Paintings  
Make an amulet or arrowhead



RE/Virtues/PSHE

RE: What does it mean if Christians believe God is holy?  
PSHE: Community



Online safety with BE Internet Safety Legends, coding with scratch and Micro bits.



Dance - Hunt  
Invasion games

Selected Ancient Greek Gods		
1	Zeus	Kind of the Gods, God of the Sky, Lightning and Thunder.
2	Hades	God the Dead and King of the Underworld
3	Poseidon	God of the Sea, Earthquakes & Storms.
4	Hera	Queen of the Gods; Goddess of Marriage.
5	Apollo	God of Music, Art, Knowledge & the Sun.
6	Aphrodite	Goddess of Love and Beauty.
7	Hermes	Messenger of the Gods, God of Trade & Travelers.
8	Ares	God of War.
9	Athena	Goddess of Wisdom, Courage and Strategy.
10	Demeter	Goddess of Agriculture and the Harvest.

Key People		
1	Sophocles	Influential playwright known for writing over 120 plays, mainly tragedies. Most famous plays include: Oedipus & Antigone.
2	Aesop	Former slave and storyteller famous for writing Aesop's Fables.
3	Homer	Legendary author famous for writing the Iliad & Odyssey.
4	Pythagoras	Philosopher & mathematician most known for his right angle proof.
5	Archimede s	Scientist & mathematician; famous for reportedly yelling 'Eureka!' after realizing the link between volume, density & displacement.
6	Socrates	Credited as the Father of Western philosophy. Known for dialogues over writing.
7	Plato	Philosopher and student of Socrates; best known for writing 'Republic'.
8	Aristotle	Philosopher and student of Plato; pulled together existing philosophies resulting in his ideas influencing Western civilization for centuries to come.
9	Alexander the Great	King of the ancient Greek kingdom of Macedonia; united and secured the whole of Greece and fought against the Persian Empire to the East. Died aged 32.

Approximate dates for the main Ancient Greek periods and key events: (Ancient Greek civilizations can be traced back to the Minoan civilization around 2700 BCE)

Timeline not to scale.



Term	Definition
1 Acropolis	Fortified city core located on a rocky outcrop above Athens.
2 Polytheistic	Religious system where people believe in or worship more than one god.
3 Democracy	A system of government where eligible people elect representatives.
4 Oligarchy	A system of government where a small group of people control everything.
5 Mount Olympus	The highest mountain in Greece and the mythological home of the Greek Gods, primarily twelve Olympian Gods.
6 Parthenon	Temple dedicated to Athena located on the Athenian Acropolis.
7 Titans	An older generation of Gods including Cronus & Rhea who were the children of earlier Gods and parents to the Olympian Gods (who later overthrew them).
8 City State	A city that had its own government and rules the area around it e.g. Athens, Sparta, Corinth, Delphi & Thebes (Greek = Polis)



# writing

Week One sequence of teaching:

-Compare and analyse Greek Myths

Week Two sequence of teaching:

*The adventures Of Odysseus*

Expanded Noun Phrases

Figurative Language

Week Three sequence of teaching:

*The adventures Of Odysseus*

Characterisation

Week four sequence of teaching:

*The adventures Of Odysseus*

Poetry

Vocabulary focus

Similes metaphors

Figurative lang

Week five sequence of teaching:

Paragraph structue

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



Non-Fiction  
Playscripts  
Myths



The Ancient Greeks  
Greek pottery  
**Greek Museum**



Properties and changes of materials



Making Geek pottery

Greek Day - Greek food

**Greek Museum**



RE/Virtues/PSHE

What does it mean if Christians believe God is holy and loving?

PSHE: Illness, Nutrition



Scratch - coding (greek pot code)



Swimming  
Rugby



## 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: Topics: Stone Age

<p><b>Speaking, Listening &amp; Writing</b></p> 	<p>Research and Make a list of the jobs that stone age people would have had to do. We'd love pictures too!</p>	<p>Read other books related to the stone age: Stone Age Boy Stig Of The Dump, etc.</p>	<p>Create a conversation piece between two stone age people after one of them has been for a hunt.</p>	<p>Create a tourism brochure for a stone age site which you have visited, e.g. Lanyon Quoit, Men an Tol, Nine Maidens, etc.</p>	<p>Read another book from 'The Chronicles of Darkness' series by Michelle Paver.</p>
<p><b>Problems, Science &amp; Maths</b></p> 	<p>Mathletics</p>	<p>Times table rockstars</p>	<p>Create a Venn Diagram of Stone Age tools and modern tools.</p>	<p>Classify different animals found in your garden, noting their similarities and differences, e.g. invertebrates, vertebrates, etc.</p>	<p>Draw and list animals that existed in the stone age. Which animals are now extinct?</p>
<p><b>Art &amp; Design</b></p> 	<p>Create your own painting using natural resources.</p>	<p>Draw a picture of what your cave would look like if you lived in the stone age.</p>	<p>Tell a story through cave art pictures.</p>	<p>Make a junk model version of a stone age tool.</p>	<p>Use chalk on a pavement to create a stone age painting</p>
<p><b>Constructing &amp; Creating</b></p> 	<p>Make a stone age meal.</p>	<p>Create your own stone circle.</p>	<p>Create your own stone age war paint using natural ingredients. Don't forget to send us a photograph!</p>	<p>Create a stone age quiz for your friends!</p>	<p>Find some rocks from your garden or the beach and explain what they may have been used for in Stone Age times.</p>

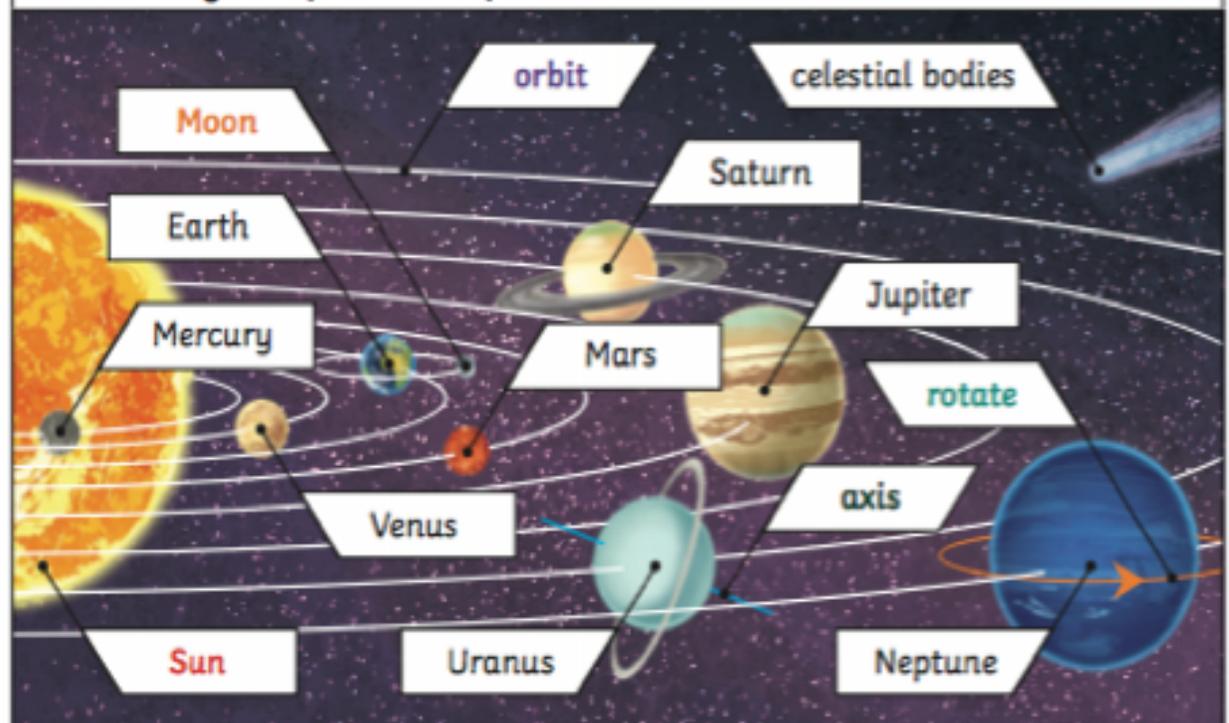
Key Vocabulary

<b>Sun</b>	A huge star that Earth and the other <b>planets</b> in our solar system orbit around.
<b>star</b>	A giant ball of gas held together by its own gravity.
<b>moon</b>	A natural <b>satellite</b> which orbits Earth or other <b>planets</b> .
<b>planet</b>	A large object, round or nearly round, that <b>orbits</b> a <b>star</b> .
<b>sphere</b>	A round 3D shape in the shape of a ball.
<b>spherical bodies</b>	Astronomical objects shapes like <b>spheres</b> .
<b>satellite</b>	Any object or body in space that <b>orbits</b> something else, for example: the <b>Moon</b> is a <b>satellite</b> of Earth.

Key Knowledge

Mercury, Venus, Earth and Mars are rocky **planets**. They are mostly made up of metal and rock. Jupiter, Saturn, Uranus and Neptune are mostly made up of gases (helium and hydrogen) although they do have cores made up of rock and metal.

Our Solar System (not to scale)



Pluto used to be considered a **planet** but was reclassified as a dwarf **planet** in 2006.

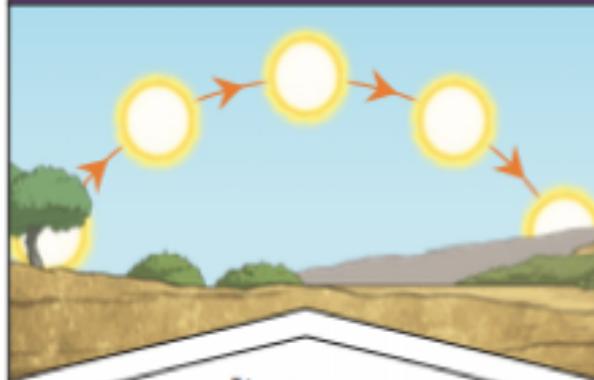


The **Moon** orbits Earth in an oval-shaped path while spinning on its **axis**. At various times in a month, the **Moon** appears to be different shapes. This is because as the **Moon rotates** round Earth, the **Sun** lights up different parts of it.



Key Vocabulary	
<b>orbit</b>	To move in a regular, repeating curved path around another object.
<b>rotate</b>	To spin. E.g. Earth <b>rotates</b> on its own axis.
<b>axis</b>	An imaginary line that a body <b>rotates</b> around. E.g. Earth's <b>axis</b> (imaginary line) runs from the North Pole to the South Pole.
<b>geocentric model</b>	A belief people used to have that other <b>planets</b> and the <b>Sun</b> orbited around Earth.
<b>heliocentric model</b>	The structure of the Solar System where the <b>planets</b> orbit around the <b>Sun</b> .
<b>astronomer</b>	Someone who studies or is an expert in astronomy (space science).

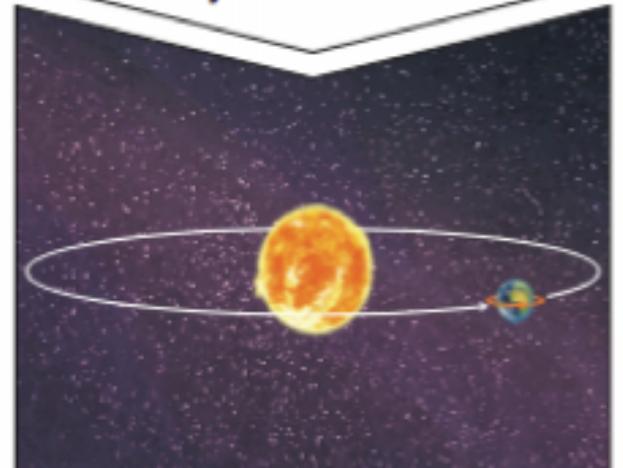
Key Knowledge



It appears to us that the **Sun** moves across the sky during the day but the **Sun** does not move at all. It seems to us that the **Sun** moves because of the movements of Earth.

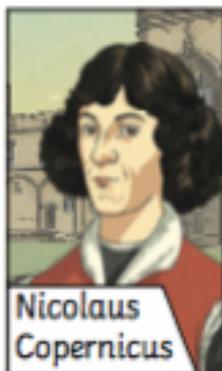
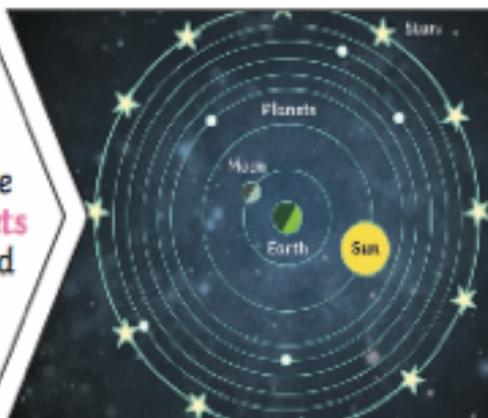


Earth **rotates** (spins) on its axis. It does a full **rotation** once in every 24 hours. At the same time that Earth is **rotating**, it is also **orbiting** (revolving) around the **Sun**. It takes a little more than 365 days to **orbit** the **Sun**. Daytime occurs when the side of Earth is facing towards the **Sun**. Night occurs when the side of Earth is facing away from the **Sun**.



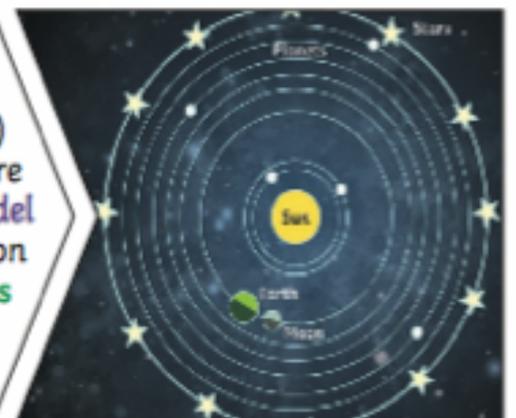
Geocentric model

Years ago people believed that **planets** moved around the Earth.



Nicolaus Copernicus

The work and ideas of many **astronomers** (such as Copernicus and Kepler) combined over many years before the idea of the **heliocentric model** was developed. Galileo's work on gravity allowed **astronomers** to understand how **planets** stayed in **orbit**.



# writing

## Week One sequence of teaching:

### **Hidden Figures**

Newspaper immersion  
Space race information

## Week Two sequence of teaching:

### **Hidden Figures**

- **Direct/ indirect speech**

**Passive/ active voice**

- **5 Ws**

Rockets - (science)

## Week Three sequence of teaching:

### **Hidden Figures**

Model, Draft collaborate, Edit, Final draft

Newspaper report

## Week four sequence of teaching:

### **Hidden Figures**

Watch Hidden Figures

The Extraordinary life of Dorothy Vaughn

Read book - comparison of film/ book

Pick a figure, research and write

## Week five sequence of teaching:

### **Hidden Figures**

Autobiography -

Pretty Curious (1:5 women in STEM)

## Week 6

### **Hidden Figures**

Biography of a Hidden figure planning



Formalised language for debate  
Standard vs non-standard  
Year 5 grammar (modal verbs  
Conjunctions for cohesion  
Future tense



Hidden Figures  
The Extraordinary Life of Dorothy  
Vaughn  
VIPERS - Space Non - fiction



Map reading (launch site for a rocket)  
Recognising geographical features from space  
Towns and cities of the UK and the world  
The Space Race



Forces on Earth Formation of the universe  
Forces in space The Solar system  
Formation of the universe (Outstanding Science)  
Planet comparison  
Properties of materials – conductive and non-  
conductive



Rocket art (mixed medium)  
Creating a character from mod roc

Music: First Access Brass  
Forest School - Wednesday Class 11, Thursday  
Class12

RE/Virtues/PSHE



**RE:**

Why Do Christians Believe That Jesus was the  
Messiah?

PHSE: online content



Creative space activities and augmented reality tours of  
the Solar System.

Advert for planet.



Invasion games –

Netball

# writing

## Week One sequence of teaching:

Biography of a hidden figure

## Week Two sequence of teaching:

Sci-fi novels - Immersion  
Grammar

## Week Three sequence of teaching:

Sci-fi Novels - planning  
Practise

## Week four sequence of teaching:

Sci- fi Novels  
Writing

## Week five sequence of teaching:

Curiosity - Explanation texts

## Week six

Curiosity - Explanation texts



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  
Sci-fi novels - VIPERS



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:** RSE - puberty



Creative space activities and augmented reality spaceships.

E-Safety



Invasion games – tag rugby  
Netball



# Homework Ideas

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.

<p>Year: 5 Term: Spring Topics: Space</p> <p>Speaking, listening And Writing.</p> 	<p>Research a famous story about space before trying to write your own, or draw a storyboard for one.</p>	<p>Find some artefacts you would find in space or on a spaceship online. Can you find any unusual items and create a show and tell for what it was for?</p>	<p>Write an acrostic poem related to and starting with the letters of the: The Solar System Life On Mars</p>	<p>Watch this video: <a href="https://www.youtube.com/watch?v=octRYMsilXQ">https://www.youtube.com/watch?v=octRYMsilXQ</a> How does it make you feel?</p>
<p>Problems, Science and Maths</p> 	<p>Can you create your own 'parachute' to protect and egg from falling from a height?</p>	<p>Create a model of the different planets with comparative sizes.</p>	<p>Create a photo diary of shadows through different points of a day. Can you explain why it appears that they 'move'?</p>	<p>Create a 'Moon Diary' over the course of a month, drawing what it looks like each night. What do you notice?</p>
<p>Art and Design</p> 	<p>Create artwork inspired by important space artist Chesley Bonestell. <a href="http://www.bonestell.org">www.bonestell.org</a></p>	<p>Design a poster advertising 'Space Travel' as the newest, most exciting destination to holiday.</p>	<p>Create a stone age themed cave painting, but relate it to space. How would the stone age have depicted space travel if they could do it then?</p>	<p>Design an item of clothing for a 'modern day' astronaut.</p>
<p>Constructing and Creating</p> 	<p>Create a menu for astronauts.</p>	<p>Create a model of a space ship.</p>	<p>Create your own planet. What will it be like? What will we find there?</p>	<p>Create a Space inspired rap!</p>

# Conservation Conversation

The world is being severely impacted by the amount of plastic we throw away each year. We need to be the generation to stop this and provide a better future for generations to come!



**WHY ARE WE LEARNING THIS?** In year 5, we need to know:

- That some changes are not reversible, including changes associated with burning.
- These changes have an impact on our lives and the future of our planet.
- We need to understand that we are the next generation and we should be doing all that we can to protect our beautiful planet from harm.
- We need to understand why recycling and reusing is so important in today's society.

## WHY IS PLASTIC USED?

- Plastic is lightweight, strong and mouldable, which makes it an ideal packaging material.
- Rigid plastic keeps fragile items secure and flex plastic makes easy-to-carry bags for our shopping!
- Food stays fresher for longer when packed in plastic, which reduces waste by reducing the amount of spoiled food that must be discarded every year. This also reduces the amount of preservatives needed to keep food fresh.
- Plastic is an ideal material for manufacturing cars, trucks and other vehicles due to it being lightweight and durable.
- Plastics also make vehicles safer and more comfortable. Life-saving seat belts and airbags are made of plastic.

## KEY VOCABULARY

**Pollution** - the presence in or introduction into the environment of a substance which has harmful or poisonous effects.

**Properties** - properties that can be observed or measured without changing the composition of the material

**Ecologist** - An ecologist is a scientist who studies how animals and plants interact with their environment.

**Opaque or transparent** - transparent materials do let light through (you can see through them). Opaque materials do not let any light through (you cannot see through them).

**Micro-plastic** - extremely small pieces of plastic debris in the environment

**Reversible change** - a physical change that can be undone

**Irreversible change** - a physical change that cannot be undone.

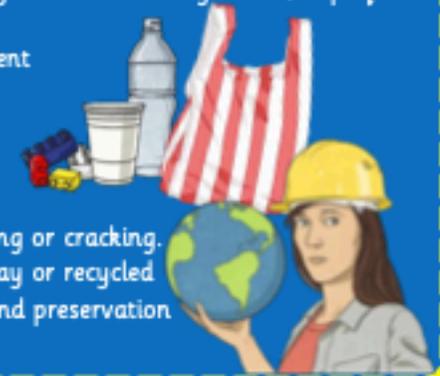
**Durable** - able to withstand wear, pressure, or damage; hard-wearing.

**Rigid** - unable to bend or be forced out of shape; not flexible.

**Malleable** - able to be hammered or pressed into shape without breaking or cracking.

**Single-use plastic** - plastic only used once before they are thrown away or recycled

**Conservationist** - a person who advocates or acts for the protection and preservation of the environment and wildlife



Book Focus:  
The last Wild- Piers Torday



## FACTS

## CAN YOU...?

- Encourage your family to recycle!
- Research careers that are linked to protecting the environment.
- Keep a plastic diary to log how much single-use plastic you use at home!

- Plastic pollution - this is when plastic is where it shouldn't be! It's in the sea, on the beach and it is causing harm.
- Micro-plastic in the ocean is consumed by plankton which, in turn, becomes part of our food chain.
- We're using more plastic than ever due to it being durable and cheap to produce.
- There could be more plastic in the ocean than fish by 2050.
- Plastic is a risk to the lives of birds and animals that live in our seas (e.g. whales, dolphins and turtles)
- At least 8 million tons of plastic enter the oceans each year. That is about the same as 1345 blue whales.
- Plastic takes a long time to break down. A plastic bottle can last for 450 years in the marine environment, slowly fragmenting into smaller and smaller pieces which eventually end up microscopic but never really go away. This means that every piece of plastic that has ever been produced is still with us..Yuck!



Key Vocabulary	
<b>asexual reproduction</b>	One parent is needed to create an offspring, which is an exact copy of the parent.
<b>fertilise</b>	The action of fusing the male and female sex cells in order to develop an egg.
<b>gestation</b>	The length of a pregnancy.
<b>life cycle</b>	The journey of changes that take place throughout the life of a living thing including birth, growing up and <b>reproduction</b> .
<b>metamorphosis</b>	An abrupt and obvious change in the structure of an animal's body and their behaviour.
<b>pollination</b>	The transfer of pollen to a stigma to allow <b>fertilisation</b> .
<b>reproduction</b>	The process of new living things being made.
<b>sexual reproduction</b>	Two parents are needed to make offspring which are similar but not identical to either parent.

Humans develop inside their mothers and are dependent on their parents for many years until they are old enough to look after themselves.



Amphibians such as frogs are laid in eggs then, once hatched, go through many changes until they become an adult.



Some animals, such as butterflies, go through **metamorphosis** to become an adult.



Birds are hatched from eggs and are looked after by their parents until they are able to live independently.



Key Vocabulary	
<b>atlas</b>	A collection of maps often of each country in the world.
<b>compass</b>	A tool used for showing direction.
<b>digital map</b>	A map that uses technology such as a satnav.
<b>easting</b>	The numbers used in a <b>grid reference</b> that run west to east.
<b>grid references</b>	The numbered squares on a map used to locate a place.
<b>National Grid</b>	A system used to split Great Britain into 100km squares.
<b>northing</b>	The numbers used in a <b>grid reference</b> that run south to north.
<b>Ordnance Survey maps</b>	Detailed maps of Great Britain where each square represents 1km squared (1km <sup>2</sup> ).
<b>symbols</b>	Small pictures, letters or lines that represent a feature.

Compass Points	
Four-Point Compass	Eight-Point Compass
N - north E - east S - south W - west	north (N) north east (NE) east (E) south east (SE) south (S) south west (SW) west (W) north West (NW)

Symbols					
<ul style="list-style-type: none"> <li>Maps use <b>symbols</b> instead of words to label real-life features.</li> <li>A key on the map tells you what the <b>symbol</b> means.</li> </ul>					
	Nature Reserve		Cycle Trail		Footpath
	Motorway		Train Station		Place of Worship

# writing

Week One sequence of teaching:  
Beach Clean  
Flotsam - Immersion (picture book)  
Ebay advert

Week Two sequence of teaching:  
Residential

Week Three sequence of teaching:  
Flotsam - grammar, storyboard, planning

Week four sequence of teaching:  
Flotsam - Writing

Week five sequence of teaching:  
Castaway - ropeworks

David Attenborough  
Non fiction  
Plastic Pollution



Modal verbs  
Passive verbs  
Perfect form  
Hyphens to avoid ambiguity



The last Wild - Piers Torday  
Flotsam - David Weisner  
Non-fiction environmental books



Mapping  
Topological maps



Climate Change/ Environmental impact of humans

Animals including humans



Art - Picture book  
DT - Ghost Net fishing Bracelet  
Elderflower cordial



RE/Virtues/PSHE

What would Jesus Do?  
Community work (Beach clean etc)  
Charity work (Bracelets)  
Esafety  
1: Mental health and keeping well



E-Safety  
Internet



Rugby (Cornwall Pirates)  
Cricket

# writing

Week One sequence of teaching:

Persuasive Writing - Government/ GLOBAL

Week Two sequence of teaching:

Persuasive Writing - Government/

Week Three sequence of teaching:

Hayle advert - Geographical focus

Week four sequence of teaching:

Hayle advert - Geographical focus -

Week five sequence of teaching:

NonFiction - Local / global wildlife comparison  
Endangered

Week six sequence of teaching:  
Plastic poetry



Modal verbs  
learning and revising the grammar in Appendix 2



Physical and human features compare and  
contrast - link to Paradise Park and bird  
rehabilitation



Living things and their habitats



DT - Vegetarian ceviche (Salad grown on site - Food  
miles etc)



RE/Virtues/PSHE

Local council project (Beaches)  
Managing challenges and change  
Exploring risk in everyday situations  
Rope and ghost net impact to environment.



Tennis



## 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

<p><b>Speaking, Listening &amp; Writing</b></p> 	<p>Create a fact file about an endangered animal</p>	<p>Petition your local MP or Councillor about doing more to combat climate change</p>	<p>Map out where you find the most critically endangered species.</p>	<p>Research and explain what is being done to help clean up our oceans.</p>	<p>Learn a piece of performance poetry that highlights the problems of climate change</p>
<p><b>Problems, Science &amp; Maths</b></p> 	<p>How many of the most critically endangered species are there in the wild?</p>	<p>What animals have been made extinct in the wild in the last century?</p>	<p>Find out why so many species are becoming critically endangered or extinct in the wild.</p>	<p>Boost your score in Mahletics and TimesTable Rockstars. Aim to earn 1000 coins.</p>	<p>Develop some mathematical word problems linked to the environment and conservation for your friends to solve.</p>
<p><b>Art &amp; Design</b></p> 	<p>Create a sculpture out of Flotsam</p>	<p>Create a seascape using mixed media</p>	<p>Design a habitat picture using natural materials.</p>	<p>Draw a map of your local area including recognised sign and symbols.</p>	<p>Research an artist who uses recycled materials in their work and share your findings with the class.</p>
<p><b>Constructing &amp; Creating</b></p> 	<p>Make your own ghost net bracelet</p>	<p>Design a device that could help clear plastic pollution from our beaches/ oceans</p>	<p>Create a 3D model of a habitat for an endangered animal</p>	<p>Construct a topographical map of a part of the world using cardboard for the contours.</p>	<p>Create a game linked to conservation.</p>

**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](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)	
<b>Word</b>	Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (for example, <i>-ate</i> ; <i>-ise</i> ; <i>-fy</i> ) <b>Verb prefixes</b> (for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i> )
<b>Sentence</b>	<b>Relative clauses</b> 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 <b>adverbs</b> (for example, <i>perhaps</i> , <i>surely</i> ) or <b>modal verbs</b> (for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i> )
<b>Text</b>	Devices to build <b>cohesion</b> within a paragraph (for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i> ) Linking ideas across paragraphs using <b>adverbials</b> 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> )
<b>Punctuation</b>	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
<b>Terminology for pupils</b>	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 metals 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 movement 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



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 religion.

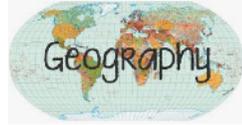


Can apply understanding of how to strengthen, stiffen and reinforce complex structures.

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



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 activities.



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 answering 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, ARCHITECTS & 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, shisha and cannabis

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

### Mental health and emotional wellbeing:

Pupils 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, minims and semibreves to indicate how many beats to play

Read and create notes on the musical staff

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 people's 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

**MFL:**  
 Listen attentively to spoken language and show understanding and joining in  
 Explore the pattern and sounds of language  
 Engage in conversations, ask questions, express opinion and respond  
 Speak in sentences using familiar vocabulary, phrases and structures  
 Develop accurate pronunciation and intonation  
 Present ideas and information orally to a range of audiences  
 Read carefully and show understanding of words  
 Write phrases from memory and adapt to create new sentences  
 Understand basic grammar

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

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.