

Team 5 Curriculum Yearly Overview

Topics	Anglo Saxons and Vikings	Celebration	Space	The Mayans
Subject	Block 1	Block 2	Block 3	Block 4
English	<p>Poetry: Ted Hughes' Animal Poems.</p> <p>Narrative 1: <i>Queen of the Falls (recount and diary entries)</i></p> <p>Narrative 2: <i>The Lost Happy Endings (Traditional Tale)</i></p> <p>Non-fiction: Information Text</p>	<p>Poetry: Free Verse</p> <p>Narrative: <i>The Hunter (journey story)</i></p> <p>Non-fiction: Instruction Text</p>	<p>Poetry: Synonyms and Metaphors</p> <p>Narrative: <i>The Darkest Dark</i></p> <p>Non-fiction: Biography</p>	<p>Poetry: Riddles and Puzzles</p> <p>Narrative 1: <i>The Paperbag Prince</i></p> <p>Narrative 2: <i>Heroes and Villains – Myths</i></p> <p>Non-fiction: Hybrid Leaflet (persuasion/information/explanation)</p>
Maths	<p>Mastery, Problem Solving and Reasoning</p> <p>Place Value Mental Addition and Subtraction Written Addition and Subtraction Statistics Perimeter</p>	<p>Mastery, Problem Solving and Reasoning</p> <p>Area Mental Multiplication and Division Factors and Multiples Prime, Composite, Squared and Cubed Numbers Written Multiplication and Division Fractions</p>	<p>Mastery, Problem Solving and Reasoning</p> <p>Fractions and Percentages Decimals Geometry: Shape</p>	<p>Mastery, Problem Solving and Reasoning</p> <p>Geometry: Position and Direction Measurements: converting Units Measures: Volume</p>
Science	<p>Working Scientifically</p> <p>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, and 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 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.</p>			
	<p>Living Things and their Habitats</p> <p>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.</p>	<p>Forces</p> <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air</p>	<p>Earth and Space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and</p>	<p>Properties and Changes of Materials</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p>

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	<p><u>Animals, Including Humans</u></p> <p>Describe the changes as humans develop to old age.</p> <p><u>Light</u></p>	<p>resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.</p> <p><u>Properties and Changes of Materials</u></p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
<p><u>History</u></p>	<p><u>Anglo Saxons and Vikings</u> Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. Carefully select and organise relevant historical information from a range of historical sources of information.</p> <p>Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>Explain that the past can be represented or interpreted in many different ways.</p>		<p><u>Earth and Space</u></p> <p>Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD. – models of the Solar System.</p>	<p><u>The Mayans</u></p> <p>Place events, people and changes of British, local & world history, on a timeline, using appropriate dates/chronological conventions eg. BC, BCE & AD.</p> <p>Tell the story of events within and across the time periods I have studied.</p> <p>Understand the complexity of people's lives in the past and how some societies are very different due to changes or challenges at the time.</p> <p>Explain that the past can be represented or interpreted in many different ways.</p> <p>Know how our knowledge of the</p>

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	Know how our knowledge of the past is constructed from a range of sources.			past is constructed from a range of sources.
Geography	<p style="text-align: center;"><u>Viking Britain</u></p> <p>I can use 1:10.000 and 1:25.000 OS maps. I can use scale bar on maps. I can use a linear scale to measure rivers. I realise purpose, scale, symbols and style are related. I can interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS).</p>	<p style="text-align: center;"><u>Glaciers and the Arctic Circle</u></p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries& describe features studied I can identify position and significance of latitude, longitude, Equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, and time zones (including day & night). I can understand processes that give rise to key physical & human geog. features of the world, how these are interdependent & how they bring about spatial variation and change over time.</p>	<p style="text-align: center;"><u>Space – Rocket Launching Sites Around the World</u></p> <p>I can locate the world’s countries, using maps to focus on North & South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p style="text-align: center;"><u>The Mayans</u></p> <p>I can locate the world’s countries, using maps to focus on North & South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. I can draw upon my knowledge & understanding of beyond the local area & UK to Europe, N & S America to suggest suitable questions and make decisions based on knowledge, understanding and facts. I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied.</p>
RE	<p style="text-align: center;"><u>Judaism</u></p> <p>Understand the importance of tradition, family life and explain what the Covenant means to a Jew. Talk about how Jews worship at home and in the Synagogue and different events which are</p>	<p style="text-align: center;"><u>Christianity</u></p> <p>Explain key features of worship and what worship means to a believer. Explore the role of community for a Christian and a Humanist.</p>	<p style="text-align: center;"><u>Easter / Christian Concepts 1</u></p> <p>Discuss in basic terms what the trinity is and use symbolism to demonstrate. Tell about what forgiveness means to me and to a Christian. Explain how the incarnation is central to the Christmas and Easter stories.</p>	<p style="text-align: center;"><u>Christian Concepts 2</u></p> <p>Make links between beliefs (teachings etc.) of different religious groups and show how they are connected to believers’ lives. Ask questions about who we are and where we belong, and suggest answers which refer to</p>

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	celebrated.		Explain some of the stations of the cross and how this is used for reflection in churches.	people who have inspired and influenced myself and others.
PSHE (Go Givers + My Happy Mind) / British Values / Equality (No Outsiders in Our School)	<p><u>Democracy, Rule of Law</u> To enable pupils to distinguish right from wrong. To develop a respect and understanding of English law and democracy in contrast to other forms of government. To accept responsibility for their behaviour. To show initiative.</p> <p><u>PSHE (Go Givers)</u> Magna Carta Rights and responsibilities – Getting the balance right Why do we pay taxes?</p> <p><u>My Happy Mind</u> Module 2: Meet Your Brain Module 3: Celebrate</p> <p><u>Equality</u> To justify my actions. To exchange dialogue.</p>	<p><u>Individual Liberty</u> To appreciate that English laws help to keep us safe and happy.</p> <p><u>PSHE (Go Givers)</u> Bullying – prepare to stand up and stand out. It’s a good news day The green-eyed monster</p> <p><u>My Happy Mind</u> Module 4: Appreciate</p> <p><u>Equality</u> To recognise when someone needs help. To accept people who are different from me.</p>	<p><u>Tolerance, Mutual Respect</u> To understand that they can contribute positively to those around them and to society more widely. To respect and appreciate their own and other cultures, faiths and beliefs. To understand that the law allows people to choose which faiths and beliefs they follow. To understand the importance of identifying and combating discrimination.</p> <p><u>PSHE (Go Givers)</u> Sustainable Development Identities Healthcare: Improving Life chances</p> <p><u>Healthy Lifestyle (PE link)</u> I can describe the effect exercise has on the body I can explain the importance of exercise and a healthy lifestyle.</p> <p><u>My Happy Mind</u> Module 5: Relate</p> <p><u>Equality</u> To learn from our past.</p>	<p><u>Sex + Relationships Health Education Drugs Co-operation</u> To appreciate that English laws help to keep us safe and happy. To understand the laws in relation to drug education and CSE.</p> <p><u>PSHE (Go Givers)</u> Understanding Cancer</p> <p><u>My Happy Mind</u> Module 6: Engage</p> <p><u>Equality</u> To appreciate artistic freedom</p> <p><u>British Values</u> See Computing below</p>
Computing	<p><u>Computer Science</u> I can invent an algorithm that creates an output (turning a light on the BBC Microbits). I can change variables in an</p>	<p><u>Information Technology</u> I can understand and explain how Microsoft PowerPoint works and how it can be used to present information in a formal and</p>	<p><u>Information Technology</u> I can input collected data into a graph and transfer the graph to another software programme (Transfer data from Excel to</p>	<p><u>Digital Literacy</u> I can identify websites or features of a piece of information that are against British Values. I can understand and explain that</p>

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	<p>algorithm in order to achieve a desired output. I can decompose a series of algorithms into smaller movements</p> <p>I can abstract unnecessary commands and then evaluate my algorithm.</p> <p>I can test an algorithm for a specific purpose. (BBC Microbits)</p>	<p>informal manner in a slideshow (PowerPoint).</p> <p>I can use a piece of hardware (mouse/keyboard) to input data onto Microsoft PowerPoint</p>	<p>PowerPoint)</p> <p>Digital Literacy</p> <p>I can read, explain their meaning and then sign both KS2 GDPR documents.</p> <p>I can compare information from two websites.</p> <p>I can discuss similarities and differences between websites and identify those that look suspicious – lots of adverts, popups and no lock/key at the bottom of the page.</p>	<p>social media software is not always safe.</p> <p>I can develop and present checklist to veto ‘friend requests’ on social media websites.</p> <p>I can understand that what I post on the internet can provide me with an online reputation that can be traceable.</p>
<p><u>PE</u></p>	<p><u>Invasion Games</u></p> <p>I can perform sending, receiving and travelling skills accurately and with good control;</p> <p>I can keep possession of the ball;</p> <p>I can mark other players and stop them from scoring.</p> <p>I can suggest ideas for warming up and give reasons;</p> <p>I can evaluate my play and say what needs to be done better.</p> <p>I can find and use space to help my team attack.</p> <p>I can play in different positions for my team;</p> <p>I can perform sending, receiving and travelling skills with more confidence, accuracy and control;</p> <p>I can talk about parts of my play that I need to improve and suggest practices that will help.</p> <p>I can explain the difference</p>	<p><u>Swimming</u></p> <p>Swimming</p> <p>I can swim completely, confidently and proficiently over a distance of at least 25 metres.</p> <p>I can use a range of strokes effectively.</p> <p>I can perform safe self-rescue in different water-based situations.</p> <p><u>Gymnastics 2 - PPA</u></p> <p>I can make a variety of body shapes on floor and apparatus</p> <p>I can perform and repeat my gymnastic skills and actions with good control</p> <p>I can perform jumps with good control and consistency</p> <p>I can create and perform a sequence with my partner</p> <p>I can perform jumps with good control and consistency</p> <p>I can include a wide variety of skills in my sequence,</p>	<p><u>Net/Wall</u></p> <p>I can hit a ball accurately using a racket;</p> <p>I understand the importance of warming up;</p> <p>I know what I do best in net games and what I need to practice most to improve.</p> <p>When hitting a ball with a racket, I use good back swing, follow through, and my feet are in the correct position;</p> <p>When hitting a ball into my opponent's court, I look for spaces and aim for them;</p> <p>I can hit a ball, with variations of speed, height and direction of the ball;</p> <p>I can plan and carry out a warm up with my partner.</p> <p>I can hit a ball accurately and with good technique;</p> <p>I can hit the ball into spaces, away from where my opponent is</p>	<p><u>Athletics</u></p> <p>I can perform a range of skills linked to sustained running</p> <p>I can improve performance in running activities</p> <p>I can observe others’ running and suggest improvements</p> <p>I can understand the value of exercise to health and wellbeing</p> <p>I can perform a range of skills linked to jumping for height</p> <p>I can improve performance in jumping activities</p> <p>I can improve their technique for a scissors jump</p> <p>I can observe others’ jumping and suggest improvements</p> <p>I can perform a range of skills linked to the sling throw</p> <p>I can sling throw for distance and accuracy</p> <p>I can learn the basic principles and technique of a sling throw</p> <p>I can link different actions with a</p>

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	<p>between attacking and defending skills; I can use a range of skills and tactics to attack my opponents. I am able to identify my strengths in playing invasion games and explain how well I am playing</p> <p style="text-align: center;"><u>Dance Strike a Pose</u></p> <p>I can explore a range of actions when working with a partner. I can use action and reaction with my partner. I can express different feelings and ideas through my dances. I can make up, practise and improve sequences of movement. I can talk about and describe dance movements using the correct vocabulary. I can explore different actions and movements. I can move freely, using changes of speed, direction and body tension. I can observe my friends dancing and talk to them about how they can improve. I can observe my friends dancing and talk to them about how they can improve. I can compose movement phrases with my group that use action and reaction. I can describe my dance using the correct vocabulary. I can communicate my ideas</p>	<p>including mirroring and/or matching I can perform with changes in level, speed, direction and pathway I can perform a cartwheeling skill I can perform a fluent and well-controlled sequence with my partner I can perform my floor sequence on apparatus and perform it as part of a group. I can perform a fluent and well-controlled sequence on floor and apparatus I can observe others performing and talk about the quality of their work I can move and use apparatus safely.</p>	<p>in the court; I know where to position myself on court.</p>	<p>sling throw I can perform a range of skills linked to running at speed I can improve performance in running activities I can improve their technique for fast running I can observe others' running and suggest improvements I can perform a range of skills linked to jumping for distance I can improve their performance in jumping activities I can improve their technique for a jump for distance I can observe others jumping and suggest improvements. I can perform a range of skills linked to the push throw I can push throws for distance and accuracy I can improve their technique of a push throw I can link different actions with a push throw I can observe others throwing and suggest improvements.</p>
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	and feelings through movement.			
<u>Art</u>	<p style="text-align: center;"><u>Drawing</u></p> <ul style="list-style-type: none"> • I can identify and draw simple objects, and use marks and lines to produce texture. • I can successfully use shading to create mood and feeling. • I can organise line, tone, shape and colour to represent figures and forms in movement. • I can show reflections. <ul style="list-style-type: none"> • I can explain why I have chosen specific materials to draw with. 	<p style="text-align: center;"><u>Painting</u></p> <ul style="list-style-type: none"> • I can create a range of moods in my paintings. • I can express my emotions accurately through my painting and sketches. • I can experiment with different styles which artists have used. 	<p style="text-align: center;"><u>PPA</u></p> <p style="text-align: center;"><u>Printing</u></p> <ul style="list-style-type: none"> • I can print using a number of colours. • I can create an accurate print design that meets a given criteria. • I can print onto different materials. <p style="text-align: center;"><u>3D</u></p> <ul style="list-style-type: none"> • I can experiment with and combine materials and processes to design and make 3D form. 	<p style="text-align: center;"><u>Collage</u></p> <ul style="list-style-type: none"> • I can use ceramic mosaic to produce a piece of art. • I can combine visual and tactile qualities using different materials. <p style="text-align: center;"><u>Application of Computing Skills</u></p> <ul style="list-style-type: none"> • I can learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information.
<u>DT</u>	<p style="text-align: center;"><u>Mechanisms</u></p> <p>I can incorporate a switch into my product.</p> <ul style="list-style-type: none"> • I can refine my product after testing it. • I can explain why my finished product is going to be of good quality. • I can explain how my product will appeal to the audience <p style="text-align: center;"><u>Construction</u></p> <ul style="list-style-type: none"> • I can use accurate measurements to ensure that everything is precise. • I can ensure my product is strong and fit for purpose. • I can come up with a range of ideas after I have collected information. • I can produce a detailed step- 	<p style="text-align: center;"><u>Use of Materials</u></p> <p>I can refine and further improve my product using mouldable materials.</p> <ul style="list-style-type: none"> • I can use a range of tools and equipment expertly. • I can keep checking that my design is the best it can be. • I can check whether anything could be improved. • I can evaluate appearance and function against the original criteria. 	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p>I can describe what I do to be both hygienic and safe.</p> <ul style="list-style-type: none"> • I can prepare and cook a dish using a range of cooking skills. • I can present my product well. <p>I can select appropriate ingredients, thinking about nutrition.</p> <ul style="list-style-type: none"> • I can design my product, taking into account my consumer 	<p style="text-align: center;"><u>Textiles</u></p> <p>I can think what the user would want when choosing textiles.</p> <ul style="list-style-type: none"> • I can make my product attractive and strong. <p>I can make up a prototype</p> <ul style="list-style-type: none"> • I can use a range of joining techniques. • I can evaluate appearance and function against the original criteria. • I can persevere through different stages of the making process. • I can take a user's view into account when designing.

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	by-step plan			
Music	<p style="text-align: center;">Charanga <i>Livin' on a Prayer</i></p> <p style="text-align: center;">Performing</p> <p>I can breathe in the correct place when singing. I can sing and use my understanding of meaning to add expression. I can perform 'by ear' and from simple notations. I can recognise and use basic structural forms e.g. rounds, variations, rondo form. I can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song. I can use pitches simultaneously to produce harmony by building up simple chords.</p>	<p style="text-align: center;">Charanga <i>Make You Feel My Love</i></p> <p style="text-align: center;">Appraising</p> <p>I listen with attention to detail and recall sounds with increasing aural memory.</p> <p style="text-align: center;">Performing</p> <p>I can maintain my part whilst others are performing their part. I can breathe in the correct place when singing. I can sing and use my understanding of meaning to add expression.</p>	<p style="text-align: center;">Charanga <i>The Fresh Prince of Bel Air</i></p> <p style="text-align: center;">Performing</p> <p>I can breathe in the correct place when singing. I can sing and use my understanding of meaning to add expression. I can maintain my part whilst others are performing their part. I can perform 'by ear' and from simple notations. I can recognise and use basic structural forms e.g. rounds, variations, rondo form. I can use pitches simultaneously to produce harmony by building up simple chords.</p>	<p style="text-align: center;">Charanga <i>Reflect, Rewind and Replay</i></p> <p style="text-align: center;">Performing</p> <p>I can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song. I can perform 'by ear' and from simple notations. I can breathe in the correct place when singing. I can sing and use my understanding of meaning to add expression.</p> <p style="text-align: center;">Appraising</p> <p>I listen with attention to detail and recall sounds with increasing aural memory.</p>
French	<p>I can:</p> <ul style="list-style-type: none"> make up simple spoken sentences using nouns, verbs and adjectives; make up longer spoken sentences using nouns, verbs, adjectives, conjunctions and adverbs; use my imagination to create interesting conversations using familiar language; speak from memory about the 	<p>I can:</p> <ul style="list-style-type: none"> listen attentively and understand more complex phrases and sentences e.g. descriptions of the universe and origami instructions; listen to French pop music whilst performing aerobic routines; respond to a dictation by writing or drawing; listen to stories and non-fiction texts; prepare a short sketch or 	<p>I can:</p> <ul style="list-style-type: none"> make up longer written sentences using nouns, verbs, adjectives, conjunctions and adverbs; rearrange word cards to form a longer text; use writing frames to create more complex sentences; use a bilingual dictionary to find the words that I need; use a bilingual dictionary to check the spelling of familiar and 	<p>I can:</p> <ul style="list-style-type: none"> recognise similarities and differences between places; prepare information about my own locality to present to others; compare symbols, objects or products that represent my culture with those of France; identify some paintings by Gaugin, Manet and Pissarro; identify some music by Erik Satie;

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	<p>solar system;</p> <p>use mime, gesture, facial expression and tone of voice to help convey meaning;</p> <p>ask what time it is;</p> <p>count from 0 to 60;</p> <p>understand and express simple opinion;</p> <p>understand and express feelings of annoyance, disappointment, amazement and joy;</p>	<p>presentation on a familiar topic;</p> <p>identify changes in spoken text;</p> <p>read aloud familiar text with clear intonation and good pronunciation;</p> <p>read aloud some unfamiliar text using my phonic knowledge to help with accurate pronunciation;</p> <p>re-read a range of texts;</p> <p>notice and identify punctuation in sentences;</p> <p>make up simple written sentences using nouns, verbs and adjectives;</p>	<p>unfamiliar words;</p> <p>identify and understand the key elements in a dictionary entry;</p> <p>consider the communication skills needed when speaking to someone who is not a fluent English speaker;</p> <p>imagine how a child whose first language is not English might feel when visiting;</p> <p>talk about ways to support children who may encounter prejudice;</p>	<p>watch a French DVD with French audio sound track and French subtitles;</p> <p>perform French and British folk dances;</p> <p>sing French and British folk songs;</p> <p>identify some typical French and British food products;</p> <p>understand the importance of the context in which food is eaten;</p> <p>identify sports and games which typify this country and France.</p>
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