

Year 5/6 – Cycle 1 - Spring

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Sp1: Properties and Changes of Materials</p> <p>End Point: By the end of this unit of work, pupils will be able to use their knowledge of the three states of matter to investigate and describe mixtures and solutions, and the ways in which the component materials can be separated from each other.</p>	<p>L1: Solids, liquids and gases are known as the three states of matter. Every material must be one of the three states.</p> <p>Solids stay in one place and can be held. They can be cut and shaped. Some solids like sugar or salt may seem different, but each particle remains the same shape.</p> <p>Liquids can flow or be poured – they take the shape of the container they are placed in. However, they always take up the same amount of space and do not increase in volume.</p> <p>Gases are often invisible and do not take on a fixed shape – they spread out and change their shape and volume to fill the container they are in. Gases can be squashed into a smaller volume.</p> <p>L2: Some mixtures of solids are easily separated. For example, solids with larger particles can be separated from those with smaller particles by sieving. Some metals can be separated from non-metals by using a magnet. This means the creation of the mixture is a reversible change.</p> <p>L3: Some solids dissolve in liquids such as water. When they are mixed into a water, it looks like they have disappeared but they have actually mixed with the water to make a transparent liquid called a solution.</p>	<p>Explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</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>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>NC: Relevant Working Scientifically Skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Report and presenting 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</p>	<p>L1: Solid Liquid Gases Three states of matter Particle Space Volume</p> <p>L2: Mixture Sieve Magnet Magnetic Reversible Irreversible</p> <p>L3: Dissolve Transparent Solution Solute Soluble Insoluble</p> <p>L4: Filter Filter paper</p> <p>L5: Evaporation Condensation</p>

A substance that can be dissolved is called a solute – these are soluble. Materials which will not dissolve are called insoluble. Some solid will dissolve more easily than others.

L4:

When we create a mixture of a liquid and a solid (for example, water and sand) we can separate them using filter paper as the water can pass through the filter, but the particles of sand are too big to. This means the creation of the mixture is a reversible change.

L5:

Some water-based solutions can be separated by adding heat. The heat turns the water into water vapour (a gas) and leaves the solid behind. This is known as evaporation. This means the creation of the solution is a reversible change.

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

Sequence of Lessons:

- 1) To recap solids, liquids and gases, including the structure of their particles
- 2) To investigating separating mixtures of solid materials
- 3) To investigate the solubility of different solids
- 4) To investigate how to separate mixtures using filtering
- 5) To investigate how to separate solutions using evaporation

NB:

In all lessons concerning mixtures or solutions, pupils should be encouraged to identify whether changes are reversible or irreversible

In lesson 2, pupils investigate how to separate a mixture of flour, pasta and paper clips using sieving and magnets

In lesson 3, pupils investigate whether sugar, salt, sand, flour and iron fillings are soluble – they can assess this by looking for residue using observation

In lesson 4, pupils use filter paper to separate a mixture of sand and water

In lesson 5, pupils use evaporation to separate a salt water solution – this can be done by applying heat, or leaving over the holidays

	<p>Sp2: Properties and Changes of Materials</p> <p>End Point: By the end of this unit of work, pupils will be able to explain the difference between reversible and irreversible changes. They will be able to apply their prior learning and scientific skills to plan, prepare and conduct a number of investigations to determine the uses of everyday materials.</p>	<p>L1: Some changes are irreversible. This means that the materials cannot be returned to their original state. Two examples of this are burning and adding acid. In both cases, new materials are formed.</p> <p>L2: Some materials, mostly metals, conduct electricity. This means they let electricity pass through them. We can determine how well they conduct electricity by observing the brightness of a bulb in a circuit they are part of.</p> <p>L3: Some materials are good insulators of heat. This means they don't let heat escape. We can determine how well a material is at insulating heat by measuring the temperature of a liquid it is surrounding over time.</p> <p>L4: Some materials are more transparent or opaque. We can determine a material's level of transparency by observing how much light it allows to pass through.</p> <p>L5: Some materials are harder than others. We can determine a material's hardness by seeing if it can be scratched by a nail or not.</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>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>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>NC: Relevant Working Scientifically Skills Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written</p>	<p>L1: Reversible Irreversible Burning Heat Acid Bicarbonate of soda Vinegar</p> <p>L2: Electricity Conduct Insulate Observe Brightness Bulb Circuit Switch</p> <p>L3: Insulator Conductor Heat Temperature</p> <p>L4: Transparent Opaque Translucent Light</p> <p>L5: Hardness Scratch</p>
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			forms such as displays and other presentations Identify scientific evidence that has been used to support or refute ideas or arguments.	
	<p>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To observe and describe irreversible changes 2) To investigate out which material is the best conductor of electricity 3) To investigate which material is the best insulator of heat 4) To investigate which material is the most transparent 5) To investigate which material is the hardest <p>NB</p> <p>In lesson 1, pupils observe and describe two irreversible changes – burning and addition of an acid (vinegar) to bicarbonate of soda</p> <p>In lesson 2, pupils investigate which metal is the best for making a switch by observing the brightness of a lightbulb in a circuit</p> <p>In lesson 3, pupils investigate which material is the best for a coat by measuring the temperature over time of beakers of warm water wrapped in the different materials</p> <p>In lesson 4, pupils investigate which material is the best for black out curtains by observing the amount of light each allow through</p> <p>In lesson 5, pupils investigate which material is the best for a helmet by observing whether they can be scratched by a nail</p> <p>In lessons 3-5 pupils should briefly learn about chemists who have created new materials – see NC for ideas around this.</p>			
History	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>The Windrush Generation</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will understand how the British Empire was formed and how it benefited Britain. They will be able to describe why the Windrush Generation were invited to Britain, the important contributions they made and the positive effect they have had on British culture.</p>	<p>L1:</p> <p>The British Empire was one of the largest empires ever. It stretched around the globe and was formed by Britain invading and conquering foreign countries.</p> <p>L2:</p> <p>The British Empire made Britain very rich. They were able to take materials from some countries, make them into products in Britain and sell them in return for slaves. This was known as triangular trade.</p> <p>L3:</p>	<p>Develop a clear understanding of the order of the topics and eras that they have studied.</p> <p>Develop an understanding of broader trends and themes over time.</p> <p>Describe changes within a historical period considering social, political, cultural and technological changes.</p> <p>Debate and discuss different opinions about historical causes and effects.</p>	<p>L1:</p> <p>Empire British Empire Globe Invade Conquer Foreign Colony</p> <p>L2:</p> <p>Materials Resources Products Factories</p>

	<p>After WW2, Britain was struggling. Much of the country was in ruins and many people had died. Some countries were given independence from the Empire. Britain invited many people, especially from the Caribbean, to come and work in Britain to fill important jobs such as working in the newly-formed NHS. As they arrived on the HMS Windrush, they were called the Windrush Generation.</p> <p>L4: Although the Windrush Generation were invited to Britain, they were not always welcomed. They faced racism and were sometimes treated poorly by the police.</p> <p>L5: Many of The Windrush Generation decided to stay in Britain and settle. They brought with them many aspects of their own cultures which have become part of British life. For example, the Notting Hill Carnival is an annual celebration of Carribean culture that is now known around the world.</p>	<p>Understand that there can be many versions of the same events in history.</p> <p>Construct and answer relevant historical questions with reasoned arguments and evidence that provide a conclusion.</p> <p>Draw together and analyse a wide range of sources (both primary and secondary) to form arguments about the past.</p> <p>Look at two versions of the same events identifying how they are similar/different.</p>	<p>Sell Trade Slaves Triangular Carribean</p> <p>L3: WW2 Ruins Independence NHS Migration HMS Windrush Windrush Generation Caribbean</p> <p>L4: Racism Prejudice Law</p> <p>L5: Settle Culture Reggae Ska Carnival Notting Hill</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand what the British Empire was and how it was formed (BV: Democracy) 2) To understand how the empire benefited Britain (PC: race / religion) 3) To understand who the Windrush Generation are and why they were invited to Britain 4) To reflect on some of the challenges the Windrush Generation faced (PC: race) 5) To investigate some of the cultural contributions the Windrush Generation made to Britain (BV: mutual respect / tolerance) 			
Geo	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p>Mountains and the Peak District</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have a strong understanding of what mountains are, the physical features, how they are formed and their location globally. They will be able to discuss how mountainous regions affect the life of their inhabitants and why they are often tourist attractions. They will have taken part in an extended piece of expert-led fieldwork in the Peak District.</p>	<p>L1: A mountain is a landform that rises high above its surroundings.</p> <p>Mountains have unique, shared features (summit, slope etc.).</p> <p>Groups of mountains are called 'ranges.</p> <p>Mountains can look very different depending on where they are located in the world. Very high mountains have snow on their peaks.</p> <p>Mountains are classified because of the height (at least 1000 feet or 300 meters above its surrounding area). This makes them different to hills.</p> <p>The highest mountains in the UK are Ben Nevis (Scotland), Scafell Pike (England), Slieve Donard (N. Ireland), Snowdon (Wales).</p> <p>The highest mountain in the world is Everest (Nepal and China)</p> <p>The largest ranges in the world are: The Himalayas, The Andes, The Alps, The Urals, The Rocky Mountains.</p> <p>L2: Mountains can be displayed on maps using symbols. For more specific and details maps, contour lines can be used. These are lines which show how high a certain area is. How close together the lines are indicate how steep the area is.</p> <p>L3: The Earth is the shape of a ball or sphere.</p> <p>It is made up of four layers: the inner core, outer core, mantle and crust.</p>	<p>Be able to name and locate counties and cities of the United Kingdom, state their geographical region and identify key human and physical features. Identify key topographical features of a number of cities.</p> <p>Be able to name and locate world countries including Russia, those in The Americas and Europe using maps. Be able to name major cities and key human and physical features of these countries</p> <p>Begin to compare the human and physical differences of regions of the United Kingdom, a European country and a region within North or South America.</p> <p>Begin to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Begin to describe and understand key human geographical features, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Relate large-scale plans to the fieldwork site, identifying relevant features</p> <p>Record selected geographical data on a map or large-scale plan, using colour or symbols and a key</p> <p>Relate maps to each other and to vertical aerial photographs.</p> <p>Use thematic maps for specific purposes.</p> <p>Know that purpose, scale, symbols and style are related.</p> <p>Describe and interpret relief features.</p>	<p>L1: Mountain Landform Features Summit Slope Peak Valley Tree line Range Himalayas Andes Alps Urals Rocky Mountains</p> <p>L2: Map Symbol Key Contour line Relief map Steepness</p> <p>L3: Inner core Outer core Mantle Crust Tectonic plates Fold Block Dome Volcanic</p> <p>L4: The Alps Tourist Travel Positive Negative</p>

		<p>The inner core is at the centre, it is a solid mix of metals with a temperature of 6000 degrees C.</p> <p>The outer core is a liquid metals layer with a temperature of 4500 degrees C.</p> <p>The mantle is made of solid rock that flows very slowly with a temperature of 2500 degrees C.</p> <p>The crust is made of solid rock and is either oceanic crust (sea floor) or continental crust (land).</p> <p>The crust is made up of large pieces called tectonic plates which move on top of the mantle.</p> <p>The plates are constantly moving because the mantle under the plates is very hot.</p> <p>They move so slowly we can't see it.</p> <p>They move towards or away from each other.</p> <p>There are 4 types of mountain: Fold, Block, Dome and Volcanic.</p> <p>Most mountains are fold mountains, this happens when two tectonic plates move towards each other and 'fold up' the land.</p> <p>The Himalayas are a fold mountain range.</p> <p><u>L4:</u> The Alps are a mountain range in Europe, made up of fold mountains. Mont Blanc is the highest mountain in Europe, on the borders of France, Italy and Switzerland.</p>	<p>Make sketch maps of an area using symbols and key.</p> <p>Make a plan (for example, garden, play park) with a scale.</p> <p>Design maps from descriptions.</p> <p>Use agreed and Ordnance Survey symbols.</p> <p>Appreciate maps cannot show everything.</p> <p>Use standard symbols.</p> <p>Make models, annotated drawings and field sketches to record observations</p> <p>Draw freehand maps (e.g. of a site they have visited)</p> <p>Relate large-scale plans to the fieldwork site, identifying relevant features</p> <p>Recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</p>	<p><u>L5:</u> Peak District Accessible Farming Agriculture Village Historical</p>
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Chamonix is a famous town in the Alps, at the foot of Mont Blanc in France.

The Alps today are hugely popular with tourists.

Tourists are people that travel for pleasure. Tourism is the business of encouraging and supporting tourists.

There are many reasons for tourists to visit different places.

Tourism has grown since the 1900s. In some countries people have more money to travel, the cost of travel has become cheaper and there are more ways to travel (air, land and sea).

Tourism is the main industry in the Alps. About 30 million people visit the Alps yearly to enjoy activities such as: skiing, walking, sightseeing, running, cycling and paragliding.

Tourism can have both a positive and negative affect on an area.

LS:

The Peak District is a large National Park in the north of England. It sits between the cities of Manchester and Sheffield.

As it is easily accessible from many places, it is one of the most visited National Parks in the world.

The National Park is used for farming, in particular, sheep farming. It is also a popular destination for tourists who take part in activities such as hiking, mountain biking and caving.

Sequence of Lessons:

- 1) To know what a mountain is, and where the mountains of the world are.
- 2) To know how mountains are mapped with contour lines
- 3) To know how mountains are formed
- 4) To know what makes the Alps a popular place to visit.
- 5) To know what makes the Peak National Park a popular place to visit.

Theme	Knowledge	Skills	Key vocabulary and concepts
<p>Electronic Boardgame</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have learnt about the development of electronic boardgames, created their own design criteria, prepared a set of potential designs and built their own product using their knowledge of series circuits and switches. This will then have been tested and evaluated against their design criteria.</p>	<p>L1:</p> <p>Operation is an electronic boardgame that was first invented in 1964. The game has become very popular over the following decades and recreated in many different formats.</p> <p>Operation is played by two or more people who try and remove objects from the board using metal tweezers – as these are metal, and conduct electricity, if these touch certain points on the board, they act as a switch, complete the circuit and activate a buzzer or bulb.</p> <p>A design brief is a set of criteria that a product should meet to be successful. Designers use these to guide the creation of their products.</p> <p>L2:</p> <p>A series circuit is a basic electrical circuit made up of a range of components. The current in the circuit flows through each of these components. If the circuit is broken at any point, none of the components will work.</p> <p>A switch in a circuit connects or disconnects different components. In a series circuit, if a switch is open, the components won't work. If it is closed, the components will work.</p>	<p>Critically explore and evaluate existing products in relation to their purposes, whether they are well-designed, appealing and safe.</p> <p>Reflect upon key events and individuals that have shaped the development of design and technology.</p> <p>Name and describe the materials that a product is made from, offer some reasons why, suggest alternatives and explain their choices in terms of cost and safety.</p> <p>Consider their own needs and research the needs of others through discussion, surveys and questionnaires.</p> <p>Develop design criteria for a product, considering time and the availability of resources.</p> <p>Generate a number of initial ideas which include information about materials, tools and potential problems.</p> <p>Develop and communicate these ideas through annotated diagrams, templates, mock-ups and cross-sectional diagrams providing detailed information about how their product will work.</p>	<p>L1:</p> <p>Operation Boardgame Electronic Popular Format Conductor Insulator Circuit Switch Activate Buzzer Bulb Design criteria Target audience</p> <p>L2:</p> <p>Series circuit Components Current Flow Switch Open Closed</p> <p>L3:</p> <p>Designs Annotated Final Evaluate</p>

Switches are used in many everyday electronic items, for example, lights and lamps.

L3:
Before creating a product, it is important to create a set of designs. These should be annotated and evaluated to decide which is the best for using for the final design.

L4:
When working on a final product, it is very important to follow the plans and designs that were created previously. However, sometimes changes may have to be made if challenges occur.

L5:
Once a product is finished, designers evaluate their work – these means they consider what went well and what could be improved. They then create the design again, improving it in light of their findings.

Develop an ordered plan for the steps they will take to create their product considering how long the process will take and which steps will be more challenging.

Choose tools and utensils giving explanations that consider the safety of their choices.
Make measurements using a range of units independently and accurately (nearest cm and mm).

Select from a range of materials and components according to their functional properties, aesthetic qualities and cost whilst discussing the disadvantages of others in these terms.

Choose and incorporate electrical components into their designs and products so that they fulfil their purpose, given explanations for their choices.

Understand, demonstrate and explain that mechanical and electrical systems have an input and an output process and where necessary identify faults and find solutions in their own designs.

Make simple series and parallel electrical circuits using a range of components to create their products giving reasons for their choices.

Independently cut and score materials with precision and neatness.

Join and combine materials accurately selecting the adhesives they will use and explaining their choices.

Add colour, detailed patterns and 3D decorations to finish their products,

L4:
Follow
Process
Teamwork

L5:
Prototype
Evaluate
Improvements
Findings

			<p>including sanding and smoothing, considering their choices in terms of the target audience.</p> <p>Evaluate their products against detailed design criteria giving reasons for their thoughts and building these ideas into subsequent plans.</p>	
	<p>Sequence of Lessons:</p> <p>1) To investigate existing products and work together to create a design brief</p> <p>2) To learn key skills needed to construct my product: series circuits and switches</p> <p>3) To create a set of annotated designs of my product</p> <p>4) To begin to create my product</p> <p>5) To finish creating, test and evaluate my product</p>			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Modern Architecture – Zaha Hadid</p> <p>Painting – Inks</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have a strong understanding of how architects use sketching and drawing techniques as an integral part of their practice. They will be familiar with the work of Zaha Hadid, common techniques suited to the medium of ink and have produced a final piece (a design of a building) in the style of Zaha Hadid.</p>	<p>L1:</p> <p>Architecture is the process of designing, planning and constructing beautiful buildings that have an artistic component rather than just focusing on purely technical skills.</p> <p>Architectural design is both practical and aesthetic so it fulfils technical and creative objectives.</p> <p>Architecture is considered to be art, and is often regarded as the master art form by many because it requires so many disciplines to design a structure and most are artistic.</p> <p>Dame Zaha Mohammad Hadid was born in 1950 and died in 2016. She was an Iraqi-British architect, artist and designer. She was different to other architects as she used sketching and painting as a design method.</p>	<p>Understand and explain that art is a way in which people from all cultures and times have expressed themselves and that it is practised in many ways which have developed over time giving examples based on the artists they have studied and how the use of artistic media has changed.</p> <p>Learn about and explain the work of a range of artists, the ways in which they have created art, the artistic movements they belonged to, key details from their life stories and how they influenced others.</p> <p>Understand and explain why learning new skills is an important part of the artistic process, make comments about how their own skills are developing, their next steps and how these skills are linked to the work of the artists being studied.</p>	<p>L1:</p> <p>Architect</p> <p>Architecture</p> <p>Building</p> <p>Design</p> <p>Practical</p> <p>Aesthetic</p> <p>Zaha Hadid</p> <p>L2:</p> <p>Gradient</p> <p>Width</p> <p>Type</p> <p>Shape</p> <p>L3:</p> <p>Perspective</p> <p>Depth</p> <p>Landscape</p> <p>One-point perspective</p> <p>Vanishing point</p>

Her major works include the London Aquatics Centre for the 2012 Olympics, the Broad Art Museum, Rome's MAXXI Museum, and the Guangzhou Opera House.

L2:

Gradients of brush width and type can be used to create different lines and shading using coloured art ink.

L3:

Artists use perspective techniques to create a realistic impression of depth.

Artists use perspective to show depth of the landscape.

There are many famous artists (such as Lowry) who use perspective in many pieces.

One-point perspective is used by artists to show how lines of perspective eventually meet at one central point. This is called the vanishing point and is usually found in front of the viewers eye.

L4:

Images of Zara Hadid's architectural design work as inspiration can be used to create independent ideas for a unique, designed building.

L5:

When completing any artistic piece of work, it is important to evaluate our work to celebrate our successes and identify our next steps for improvement.

Understand and explain why learning new skills is an important part of the artistic process, make comments about how their own skills are developing, their next steps and how these skills are linked to the work of the artists being studied.

Experiment with and purposefully select different drawing materials such as pencils, crayons, chalk, pastels, charcoal, felt tips and fine liners giving reasons for their choices based on the qualities of different media and the effects they want to achieve.

Draw lines of varying length, thickness and tone with sustained control and understand and explain which types of materials are suitable, including pencils of different degrees of hardness, explaining their choices in relation to the desired effects.

Draw a range of shapes with control and accuracy, including awareness of some shapes having a third dimension, and use these to create increasingly complex compositions which show an awareness of proportion.

Confidently create texture and pattern when drawing using a range of techniques such as hatching, cross-hatching, stippling, scribbling, smudging and blending to create a sense of light and shadow with an explanation of the desired effects.

Discuss and write detailed evaluations of their own work and the work of others giving opinions about likes and dislikes and making comments about similarities and differences with reasons based on colour, line, shape, form and space, including

L4:

Plan
Design
Inspiration
Unique

L5:

Evaluate
Success
Next steps
Improvements

			information about the stylistic conventions of the artist being studied.	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand architects as artists and evaluate the work of Zaha Hadid (PC: sex / race) 2) To practise using a range of brush and ink drawing techniques to show form and line 3) To be able to use perspective to show depth 4) To create several potential plans for a final piece 5) To created and evaluate a final piece 			
Computing	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Sp1: Selection in Physical Computing</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will be confident in using ‘selection’ as an element of programming. This will include using an ‘if... then.’ structure. They will make use of Crumble controllers and at the end of the unit design and make a fairground carousel.</p>	<p>L1: A ‘Crumble’ is a micro-controller that can be connected to a computer and programmed to perform different tasks such as drive motors and power LEDs.</p> <p>L2: A ‘Sparkle’ is a strip of LEDs that can be programmed to light up in different ways.</p> <p>A count-controlled loop is a command that repeats for a set number of times.</p> <p>L3: A condition is part of a command that can be true or false. They control the flow of the command. An input can be used as a condition and determine what a device does next.</p> <p>When programming, conditions are often used with an ‘if... then...’ structure.</p> <p>L4: A condition being met can start an action.</p>	<p>Create a simple circuit and connect it to a micro-controller.</p> <p>Program a microcontroller to make an LED switch on.</p> <p>Explain what an infinite loop does.</p> <p>Connect more than one output component to a microcontroller.</p> <p>Use a count-controlled loop to control outputs.</p> <p>Design sequences that use count-controlled loops.</p> <p>Explain that a condition is either true or false.</p> <p>Design a conditional loop.</p>	<p>L1: Crumble Micro-controller Circuit Program Motor LED Infinite loop</p> <p>L2: Sparkle Command Algorithm Count-controlled loop</p> <p>L3: Condition If... then... Determine Structure Input</p> <p>L4: Action Infinite loop Selection</p>

	<p>An infinite loop is a command that repeatedly runs a defined section of code indefinitely.</p> <p>L5: Using commands, selection and inputs, it is possible to make computerised systems that replicate devices in the real world, for example, fairground rides.</p> <p>Before completing a project controlled by an algorithm, it is important to test it, check for errors (bugs) and correct (debug) these.</p>	<p>Program a microcontroller to respond to an input.</p> <p>Explain that a condition being met can start an action.</p> <p>Identify a condition and an action in my project.</p> <p>Use selection (an 'if...then...' statement) to direct the flow of a program.</p> <p>Write an algorithm that describes what my model will do.</p> <p>Use selection to produce an intended outcome.</p> <p>Test and debug my project</p>	<p>Flow</p> <p>L5: Code Implement Bug Debug Evaluate</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To control a simple circuit connected to a computer 2) To write a program that includes count-controlled loops 3) To explain that a loop can stop when a condition is met 4) To explain that a loop can be used to repeatedly check whether a condition has been met 5) To design and create a program that controls a physical computing project 		
	<p>Sp2: Flat File Databases</p> <p>End Point: By the end of this unit of work, pupils will understand how databases are used to sort organise data and use them to answer questions, order information and create graphs and charts.</p>	<p>L1: Databases are a tool used on computers to store, sort and interpret data.</p> <p>Databases can be used to quickly answer questions about the data they contain.</p> <p>L2: Databases can be created on paper and on computers.</p> <p>A database consists of 'records' and each of these contains 'fields. Records can be ordered in different ways.</p>	<p>Create a database using cards.</p> <p>Explain how information can be recorded.</p> <p>Order, sort, and group my data cards.</p> <p>Explain what a field and a record is in a database.</p> <p>Navigate a flat-file database to compare different views of information.</p> <p>Choose which field to sort data by to answer a given question.</p>

PE		<p>L3: Records can be grouped and then sorted – this allows us to answer questions about the data within the data base.</p> <p>L4: To find answers quickly, search tools and techniques can be used to locate important and relevant information.</p> <p>This can be done for more than one field.</p> <p>L5: Databases can be used to organise data into visual representations such as graphs and charts. This can make the data easier to interpret.</p>	<p>Explain that data can be grouped using chosen values.</p> <p>Group information using a database.</p> <p>Combine grouping and sorting to answer specific questions.</p> <p>Choose which field and value are required to answer a given question.</p> <p>Outline how 'AND' and 'OR' can be used to refine data selection.</p> <p>Select an appropriate chart to visually compare data.</p> <p>Refine a chart by selecting a particular filter.</p> <p>Explain the benefits of using a computer to create charts.</p>	<p>Sorted Question Answer</p> <p>L4: Search Tool Technique Important Relevant</p> <p>L5: Visual Representation Graph Chart</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To use a form to record information 2) To compare paper and computer-based databases 3) To outline how you can answer questions by grouping and then sorting data 4) To explain that tools can be used to select specific data 5) To explain that computer programs can be used to compare data visually 			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Sp1: Class Teacher: Fitness</p> <p>End Point:</p> <p>In this unit, pupils will take part in a range of activities that explore and develop their strength, stamina, speed, coordination, balance, and agility. They will learn how</p>	<p>L1: Speed allows you to move quickly in activities like running, playing games, or getting to the ball faster.</p>	<p>Analyse my performance in relation to the fitness component being used.</p> <p>Work with others to manage activities.</p> <p>Demonstrate good balance and control when performing other fundamental skills.</p>	<p>L1: Speed Fast Quick Reaction</p> <p>L2:</p>

	<p>each component of fitness will help them in other games. They will be given opportunities to apply these components of fitness in small games and practice each one through targeted exercises. Pupils will be given opportunities to assess their progress using the skills and knowledge acquired.</p>	<p>Practising speed helps you improve reaction time and performance in sports that require quick movements.</p> <p><u>L2:</u> Strength helps you lift, push, or carry heavier objects, which is important in activities like weightlifting or team sports.</p> <p>Developing strength improves your performance in sports that require power, such as throwing, jumping, or tackling.</p> <p><u>L3:</u> Agility helps you change direction quickly, which is important in sports like football, basketball, or gymnastics.</p> <p>Agility improves your ability to dodge opponents and react faster during competitive play.</p> <p><u>L4:</u> Balance allows you to stay stable while performing actions like running, jumping, or even during yoga poses.</p> <p>Good balance improves your control and prevents falls or injuries during physical activities.</p> <p><u>L5:</u> Coordination helps you use different body parts together, like when you run and throw the ball at the same time.</p> <p>Improved coordination helps with timing, such as hitting a ball or catching it at the right moment.</p> <p><u>L6:</u></p>	<p>Show accuracy and power when throwing for distance.</p> <p>Understand the different components of fitness and how they help me in other activities.</p> <p>Understand what my maximum effort looks and feels like and I am determined to achieve it.</p>	<p>Strength Power Lift Muscles</p> <p><u>L3:</u> Agility Quickness Direction Dodge</p> <p><u>L4:</u> Balance Stable Control Fall</p> <p><u>L5:</u> Coordination Movement Timing Control</p> <p><u>L6:</u> Stamina Endurance Energy Last</p>
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		<p>Stamina allows you to keep going longer without getting tired, which is useful for activities like running, swimming, or cycling.</p> <p>Building stamina helps you maintain energy levels and improve performance in long-lasting physical activities.</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand how speed helps me in other activities and apply this. 2) To understand how strength helps me in other activities and apply this. 3) To understand how agility helps me in other activities and apply this. 4) To understand how balance helps me in other activities and apply this. 5) To understand how co-ordination helps me in other activities and apply this. 6) To understand how stamina helps me in other activities and apply this. 				
	<p>Sp1: PE Specialist: Basketball End Point:</p> <p>In this unit, pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p>L1: The ball can be moved by dribbling (bouncing the ball while walking or running) or passing it to a teammate.</p> <p>Different situations, like being closely guarded, may require a quick pass or a change in direction to move the ball effectively.</p> <p>L2: Quick changes in direction, using feints or fakes, help lose a defender and create space for yourself.</p> <p>Moving into open spaces and using speed can help get away from defenders and receive the ball.</p> <p>L3: Communication with teammates, such as calling for a pass, is essential to keep the game moving and maintain teamwork.</p> <p>Moving into space and looking for open paths to the basket helps create opportunities for a successful shot.</p>	<p>Communicate with my team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Identify when I was successful and what I need to do to improve.</p> <p>Use tracking and intercepting when playing in defence.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and begin to apply this</p>	<p>L1: Dribble Pass Control Move</p> <p>L2: Speed Fake Direction Space</p> <p>L3: Teamwork Pass Space Goal</p> <p>L4: Defend Intercept Guard Position</p> <p>L5: Shoot Pass</p>

	<p>L4: Defenders should stay between their opponent and the basket, using good positioning to limit their movement.</p> <p>Intercepting is best when the ball is being passed, and a defender can predict the pass to steal the ball.</p> <p>L5: Shooting is most effective when you're in a good position with a clear line to the basket.</p> <p>Passing is useful when a teammate has a better chance of scoring, and dribbling helps you move closer to the basket or avoid defenders.</p> <p>L6: Applying skills like passing, dribbling, and shooting, along with tactics like spacing and teamwork, helps improve game performance.</p> <p>Understanding when to use different moves, like dribbling to break a defense or passing to an open teammate, helps execute game strategies successfully.</p>		<p>Dribble Decision</p> <p>L6: Skills Tactics Game Strategy</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To develop ways to move the ball and apply them to different situations. 2) To develop movement skills to lose a defender in different situations. 3) To communicate with my team, move into space and take the ball towards the goal. 4) To defend an opponent and know when to try to intercept. 5) To develop shooting and explore when to pass, dribble or shoot. 6) To use and apply skills, principles and tactics to a game situation. 		
	<p>Sp2: Class Teacher: Volleyball End Point:</p> <p>In this unit, pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and</p>	<p>L1: Moving the ball effectively in basketball often requires combining dribbling and passing, with a focus on maintaining control while creating passing angles.</p> <p>In fast-paced situations, quick decisions about whether to pass, dribble, or take a shot can help</p>	<p>Communicate with my team and move into space to keep possession and score.</p> <p>Dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Identify when I was successful and what I need to do to improve.</p>

	<p>tactics to outwit the opposition. In basketball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p>	<p>create scoring opportunities and prevent turnovers.</p> <p>L2: Using change of pace, such as starting slowly and then accelerating quickly, can throw off a defender's timing and create space.</p> <p>Effective use of footwork, like the crossover dribble or jab step, can create separation from defenders by forcing them to react to your movements.</p> <p>L3: Verbal and non-verbal communication (like eye contact or hand signals) helps coordinate team movements and makes it easier to move the ball effectively.</p> <p>Understanding spacing, such as moving without the ball to open areas or cutting towards the basket at the right time, increases scoring chances and reduces defensive pressure.</p> <p>L4: Effective defense involves not only staying in front of your opponent but also anticipating their moves by reading the offensive player's body language and positioning.</p> <p>Intercepting a pass requires timing and positioning—being in the passing lane and reacting quickly to the ball's trajectory improves your chances of stealing the ball.</p> <p>L5: A high percentage of shooting success comes from choosing the right shot based on the defender's position, your own positioning, and available space.</p>	<p>Use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations.</p> <p>Understand the rules of the game and I can apply them honestly most of the time.</p> <p>Understand there are different skills for different situations and I am beginning to apply this.</p>	<p>Acceleration Footwork Crossover Separation</p> <p>L3: Coordination Cut Spacing Off-the-Ball Movement</p> <p>L4: Anticipation Positioning Passing Lane Reaction</p> <p>L5: Shot Selection Defensive Pressure Spacing Drive</p> <p>L6: Pick-and-Roll Fast Break Switch Defensive Rotation</p>
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		<p>The decision to pass, dribble, or shoot should be based on the defense's setup, the open space on the court, and your ability to create a higher-percentage shot.</p> <p>L6: Team tactics like pick-and-roll or fast breaks create mismatches and open up better scoring opportunities by exploiting defensive weaknesses.</p> <p>Applying defensive principles, such as communication on switches and closing out on shooters, helps neutralize offensive threats and forces turnovers.</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To develop ways to move the ball and apply them to different situations. 2) To develop movement skills to lose a defender in different situations. 3) To communicate with my team, move into space and take the ball towards the goal. 4) To defend an opponent and know when to try to intercept. 5) To develop shooting and explore when to pass, dribble or shoot. 6) To use and apply skills, principles and tactics to a game situation. 				
	<p>Sp2: PE Specialist: Cricket End Point:</p> <p>In this unit, pupils develop their understanding of the principles of striking and fielding. They expand on their knowledge of the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p>L1: Accurate and well-timed throwing and catching are critical to maintaining possession and setting up offensive plays. A strong follow-through and good hand-eye coordination are key for both skills.</p> <p>Throwing should vary based on the situation, using underhand or overhead throws for specific angles, while catching requires focus, soft hands, and readiness to move immediately after securing the ball.</p> <p>L2: Bowling in cricket requires consistency in line and length to control where the ball lands, and this is crucial for both limiting the batter's scoring and aiming for wickets.</p>	<p>Develop a wider range of fielding skills and begin to use these under some pressure.</p> <p>Identify when I was successful and what I need to do to improve.</p> <p>Strike a bowled ball with increasing consistency.</p> <p>Work co-operatively with others to manage our game.</p> <p>Understand the need for tactics and identify when to use them in different situations.</p> <p>Understand the rules of the game and apply them honestly most of the time.</p>	<p>L1: Accuracy Timing Hand-Eye Coordination Follow-Through</p> <p>L2: Line Length No-Ball Wicket</p> <p>L3: Shot Selection Footwork Timing Defensive</p> <p>L4:</p>

		<p>It is important to follow cricket's laws, like delivering the ball with a straight arm (no overstepping) and avoiding illegal deliveries like no-balls or wides, to ensure fair play.</p> <p><u>L3:</u> Successful batting requires a combination of timing, positioning, and shot selection based on the delivery's length and line. Recognizing when to play defensive or attacking shots can improve performance.</p> <p>Improving batting comes from adjusting your stance, footwork, and swing based on the bowler's pace and spin, allowing you to make better contact and reduce the chance of getting out.</p> <p><u>L4:</u> Effective fielding relies on quick reflexes, anticipation, and positioning, ensuring you're ready to respond to the batter's shot quickly. High-pressure situations, such as fielding at close range, require focus and the ability to handle the ball cleanly.</p> <p>Fielders must practice holding their ground and making accurate throws under pressure, particularly when there's a risk of a run-out or attempting to prevent boundaries.</p> <p><u>L5:</u> Tactics in cricket (like bowling variations, field placements, or targeting specific batters) can dictate the flow of the game and disrupt the opposition's rhythm. Identifying key moments when to switch tactics is crucial, such as adjusting field placements when a batter is playing aggressively.</p> <p>Recognising when to execute attacking or defensive strategies based on the situation</p>	<p>Understand there are different skills for different situations and begin to use this.</p>	<p>Reflexes Positioning Anticipation Quick Release</p> <p><u>L5:</u> Strategy Field Placement Variations Moment</p> <p><u>L6:</u> Adaptation Rotation Match Dynamics Decision-Making</p>

	<p>(e.g., if you're chasing runs or protecting a total) helps you stay competitive and make smarter decisions.</p> <p>L6: In a tournament, it's important to adapt your skills and tactics according to the strengths and weaknesses of the opposition, adjusting your batting or bowling techniques depending on the game scenario (such as pressure moments).</p> <p>Understanding match dynamics, like rotating bowlers or varying field placements at different stages of a game, is essential for success in tournaments, ensuring your team stays one step ahead and plays strategically.</p>			
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To develop throwing and catching skills and apply them relevantly to the situation. 2) To develop bowling accuracy and perform the skill within the rules of the game. 3) To develop batting skills, identify when I am successful and what I need to do to improve. 4) To develop fielding techniques and begin to use these under some pressure. 5) To understand the need for tactics and identify when to use them. 6) To apply skills and knowledge to compete in a tournament. Using tactics identified throughout the unit. 			
RE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Sp1: Why is the Torah so important to Jewish people?</p> <p>End Point: By the end of this unit of work, pupils will be able to identify and explain Jewish beliefs about God. They will be able to make clear connections about Jewish beliefs about the Torah and how they use and treat it. They will be able to give examples of how Jewish people put their beliefs into practice. They will have some understanding of some of the differences</p>	<p>L1: Judaism is a 'diverse' religion. This means that There are several branches of Judaism. Each branch has slightly different customs and practices. Although these different groups exist, they are not strict and many Jewish people do not subscribe to a single group.</p> <p>There are three branches of Judaism: Orthodox Jews – these follow strict beliefs and practices similar to the earliest Jews from history.</p>	<p>Describe how Judaism contains different groups or branches (diversity).</p> <p>Compare the similarities and differences between the groups and their practice.</p> <p>Explain the different parts of the Tanakh.</p> <p>Describe the role of the Shema in showing the importance of God.</p> <p>Describe how Jews show the importance of the Torah by the ways in which they handle and store it.</p>	<p>L1: Judaism Religion Practice Diverse Orthodox Reform Reconstructionist</p> <p>L2: Tanakh Torah Nevi'im Ketuvim</p>

	<p>between Orthodox and more progressive Jewish practice. They will be able to make connections between Jewish beliefs studied and explain how and why they are important to Jews today.</p>	<p>Reform Jews – these have high value on traditional Jewish practice, but have more modern views than Orthodox Jews. Reconstructionist Jews – the most modern. They believe that Judaism should grow and change with modern life.</p> <p>L2: The Torah is at the heart of Jewish practice. It is one part of the holy book of Judaism is the Tanakh. The Tanakh includes the same passages included in the Old Testament in the Christian Bible, but in a different order. It is written in Hebrew.</p> <p>The word Tanakh comes from the first letters of the three parts of the book:</p> <ul style="list-style-type: none"> • The Torah is the first five books of the Tanakh. It outlines the laws Jewish people must follow. • The Nevi'im are the books of the prophets, like Joshua and Isaiah. • Ketuvim is a collection of sacred text. <p>The Torah explains about the creation of the world and the formation of the Jewish faith. It also contains the laws God gave Jewish people to live by, including the Ten Commandments. The Torah is so sacred that it cannot be touched. The Torah is placed in a place called an ark within the Jewish temple; a stick called a yad is used to follow the words. The Torah forms a central part of regular Jewish study.</p> <p>L3: The Torah contains the Shema. This is the most important prayer for Jewish people, and is first learned by Jewish children. It is recited by Jews three times a day and at every Jewish service. The Shema reminds Jews:</p>	<p>Explain how the Torah contains many of the rules that Jews follow today.</p> <p>Compare the similarities and differences in how the Torah is used in different places of Jewish worship (Synagogues)</p>	<p>Commandments Yad</p> <p>L3: Shema Recite Mezuzah Tefillin Scroll Parchment</p> <p>L4: Passover Exodus Commandments Mitzvot Kosher</p> <p>L5: Synagogue Worship Sefer Torah Scribe</p>
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There is only one God
God loves everyone and they should love him.
Everybody should follow God's rules.

The Shema is so important that it is often used
in two special ways:

1. It is contained in a Mezuzah - The Mezuzah is a fixed case to the right side of their doorframe containing the Shema on a small scroll and when Jewish people pass it they touch it and chant a prayer.
2. It is sometimes contained in a Teflin - Tefillin are two small boxes which are strapped to a person's arm and forehead during morning prayer. They contain small parchment scrolls with hand-written verses from the Torah.

L4:

The Torah is the source of many of the key 'rules' followed by Jews today.
A large part of the Torah (the first five books of the Tenakh) is devoted to the story of Exodus (Moses) and Passover, and the laws that were then given in these stories are still followed by the Jewish community today.

The Torah contains 613 commandments (mitzvot), including the Ten Commandments. One group of these mitzvot deals with which foods may or may not be eaten. Kosher food and eating affect the everyday lives of Jewish people.

(Note that not all Jews keep all these laws – see above regarding the three groups of Jewish followers)

L5:

		<p>A Jewish place of worship is called a Synagogue. Different branches of Judaism (see above) follow different practices.</p> <p>Every synagogue has a Sefer Torah. The <i>Sefer Torah</i> is the Torah scroll, which are is handwritten by a specially trained scribe onto vellum (a prepared animal skin). This is treated with the utmost respect. It is an honour to be asked to read from it at a service in the synagogue.</p> <p>All Jews use the Torah to help guide them in their lives, but some Jews use the Torah more strictly than others.</p> <p>For example, some Orthodox Jews believe that it is important to follow every single rule in the Torah.</p> <p>An example of Orthodox Synagogue: https://uhcnewcastle.uk/#welcome</p> <p>However, Reform Jews tend to follow the rules they feel are most important and disregard some rules they see as outdated.</p> <p>An example of a Reform Synagogue: https://www.newcastlereformsynagogue.co.uk/</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand that Judaism is a diverse religion (this means there are significant differences in the groups who follow it) (PC: religion) 2) To understand that Torah is one part of the Tanakh (Holy Scriptures) 3) To understand the importance of the Shema (from the Torah) 4) To understand how the Torah informs the 'rules' that Jews follow 5) To understand how the Torah is used by Jews in practice 				
	<p>Sp2: What does it mean if Christians believe God is holy and loving?</p> <p>End Point:</p>	<p>L1: Most Christians believe that God is both loving and holy. Different texts from the Bible show these beliefs.</p>	<p>Describe what we believe God to be like, or if we don't believe in God, what this would be like were it to exist.</p>	<p>L1: Christian Christianity Loving Holy</p>

<p>By the end of this unit of work, pupils will understand that most Christians believe that God is both holy and loving and that this is reflected in many ways, for example, the way they worship, the music they perform and the architecture of some places of worship. They will have also reflected up on how such beliefs affect the way in which they want the world to be organised and compare these with non-religious worldviews.</p>	<p>L2: Christian music often expresses beliefs about God’s holiness and love. Some of this music is traditional, and written a long time ago, and some is contemporary and written fairly recently.</p> <p>L3: Medieval Christians built cathedrals ‘to the glory of God’. Christians beliefs may be represented in the design of these buildings through elements such as their height, stained glass windows and the cruciform layout.</p> <p>L4: Christian practices of worship also reflect beliefs about God’s holiness and love. For example, prayers that acknowledge His holiness; the Catholic practice of confession which recognises His love and willingness to forgive; charitable practices intended to reflect God’s loving nature.</p> <p>L5: The religious beliefs that people hold can affect their ideas about how they want the world to be. For example, how they think people should be punished or forgiven and how many rules we should have.</p>	<p>Explore what Christians believe about God, using a selection of Bible texts, e.g. Psalm 103 (a prayer of King David); Isaiah 6:1–5 (where a prophet has a religious experience); and 1 John 4:7–13 (where one of the followers of Jesus writes a letter about what God is like).</p> <p>Explore which parts of the Bible talk about God being holy and which are about God being loving. Examine the difference between these ideas, coming up with good definitions of both terms.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Listen to, appraise and discuss the messages conveyed in Christian worship music.</p> <p>Study and discuss how the architecture of Christian cathedrals express beliefs about God.</p> <p>Reflect upon and explain how Christian practices of worship reflect their beliefs about God’s holiness and love.</p> <p>Reflect upon how people’s beliefs about God affect what sort of world they want to live in.</p>	<p>Belief God</p> <p>L2: Music Worship Traditional Contemporary</p> <p>L3: Medieval Cathedral Architecture Height Heaven Stained glass window Cruciform</p> <p>L4: Worship Practice Confession Charitable Donation</p> <p>L5: Religious Non-religious Agnostic Atheist Humanist</p>
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Sequence of Lessons:

- 1) To explore our own ideas about God and Christian beliefs
- 2) To explore how traditional and contemporary Christian worship songs express beliefs about God
- 3) To explore how Christian architecture and the construction of Cathedrals expresses beliefs about God
- 4) To explore how Christian worship reflects beliefs about God
- 5) To reflect upon how the beliefs of religious and non-religious might affect the type of world they may want to live in

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Sp1: Dreams and Goals</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will have developed their understanding of how the world of work and employment functions, including the need for specific qualifications for certain jobs and that different professions are paid different amounts. They will have reflected on how children in different parts of the world may have different goals to their own and also how they can contribute to improving others' lives through charitable endeavours.</p>	<p>L1: Although we may not need to buy anything to achieve our dreams and goals, we usually need money to help us live a healthy and happy life.</p> <p>Most people get money by doing a job. There are lots of different jobs we can do as adults.</p> <p>L2: Different jobs help people in different ways. We will all have different ideas about which jobs are the most useful.</p> <p>Not all jobs are paid equally. Some jobs are not paid nearly as much as other jobs.</p> <p>L3: To do the job that we want to do, we will need a specific set of skills, experience and qualifications. This might mean studying certain subjects at school, college and university.</p> <p>L4: In other parts of the world, children may have different dreams and goals to our own. This may be because they are poorer and don't have access to the same things, such as education, as we do.</p> <p>L5: We can help children in other parts of the world by taking part in fundraising activities and donating the proceeds to charity.</p> <p>L6: Our self-esteem is the word given to how good we feel about self and how confident we are of our self.</p>	<p>Verbalise what they would like their life to be like when they are grown up.</p> <p>Appreciate the contributions made by people in different jobs.</p> <p>Appreciate the opportunities learning and education can give them.</p> <p>Reflect on the differences between their own learning goals and those of someone from a different culture.</p> <p>Identify and appreciate the differences between themselves and someone from a different culture.</p> <p>Understand their own and others' motivations for making a positive contribution to the world around them.</p>	<p>L1: Dreams Goals Money Happy Healthy Job Profession Career Payment Salary</p> <p>L2: Useful Contribution Society Equally Fair</p> <p>L3: Skills Knowledge Experience Qualifications Subjects School College University</p> <p>L4: World Country Continent Rich Poor Poverty</p> <p>L5:</p>

		<p>The content that we see online can make us feel bad about ourselves and affect our self-esteem. We have to think realistically about what we see online and decide whether it is accurate.</p>		<p>Charity Fundraising Donate</p> <p>L6: Self-esteem Confidence Online Content</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand that people often need money to help them achieve their dreams (BV: individual liberty) 2) To reflect on the contributions different jobs make and how much they are paid (BV: mutual respect) 3) To investigate the skills, experience and qualifications needed for different jobs 4) To reflect upon how my dreams and goals might be different to children in other parts of the world (BV: tolerance / PC: race) 5) To think about how we can support people in other countries to achieve their dreams and goals 6) Online safety: To understand how being online can affect our self-esteem (L2) (LH) 				
	<p>Sp2: Healthy Me End Point: By the end of this unit of work, pupils will have a strong understanding of the risks associated with smoking, alcohol and a poor diet. They will have learnt and practised some basic first aid skills and discussed the factors that can contribute to a poor body image.</p>	<p>L1: The smoking of tobacco is extremely dangerous and causes damage to many parts of the body including the lungs, heart and live.</p> <p>Smoking is very addictive – this means that once someone starts smoking, it is incredibly hard to stop.</p> <p>L2: Misusing alcohol can also be very damaging to the body and cause mental health problems.</p> <p>Drinking alcohol can also lead to poor decision making and antisocial behaviour – this is behaviour that upsets others around us.</p> <p>L3: Accidents and emergencies can occur at any time. As such, it is important that we know what to do in these circumstances. In addition to contacting the emergency services, we can administer first aid ourselves – one technique includes putting a person into the recovery</p>	<p>Explain the information required to make informed decisions about whether or not they choose to smoke or consume alcohol when they are older</p> <p>Recognise strategies for resisting pressure</p> <p>Identify ways to keep themselves calm in an emergency</p> <p>Reflect on their own body image and know how important it is that this is positive</p> <p>Accept and respect themselves for who they are</p> <p>Respect and value their own bodies</p> <p>Be motivated to keep themselves healthy and happy</p>	<p>L1: Smoking Vaping Tobacco Unhealthy Lungs Heart Liver Addictive</p> <p>L2: Alcohol Physical health Mental health Decision making Antisocial behaviour</p> <p>L3: Accident Emergency Emergency services 999 Ambulance Police</p>

position. This is a position that stops them from choking while waiting for the emergency services.

L4:
Our body image is how we feel about the way we look. There are many factors which can affect the way we feel about our bodies – for example, the media, social media and images of celebrities.

L5:
To eat healthily we need a balanced diet – this means having a certain amount of each food group, and not eating too much fatty, sugary or salty foods. However, we have to be careful not to be too concerned about our body image and restrict our diets – this can lead to damaging eating disorders.

L6:
When we are online, we have to be careful about the attention we receive. Sometimes people can use flattery to try and gain control over us or make us do what they want.

Fire Brigade
First aid
Recovery position
Choking

L4:
Body image
Factors
Positive
Negative
Media
Social media
Celebrities

L5:
Diet
Healthy
Unhealthy
Balanced
Fruit and vegetables
Dairy
Protein
Carbohydrates
Fat
Sugar
Salt
Eating disorders

L6:
Online
Offline
Attention
Flattery

Sequence of Lessons:

- 1) To understand and reflect on the risks of smoking
- 2) To understand and reflect on the risks of alcohol
- 3) To be confident with basic first aid techniques
- 4) To understand the factors that can affect our body image (BV: mutual respect)
- 5) To reflect on what healthy eating is
- 6) Online safety: To understand that attention can be both healthy and unhealthy

Theme	Knowledge	Skills	Key vocabulary and concepts
<p>Sp1: Reggae and Ska (Three Little Birds)</p> <p>End Point: By the end of this unit of work, pupils will understand the stylistic features, history and significance of reggae and ska music. They will have listened to and appraised a number of songs and in these styles and learnt how to play and sing the main melodies in the Bob Marley song 'Three Little Birds'. They will have experimented with variations to the song and performed these to their peers.</p>	<p>L1: Reggae and ska are two fun and lively genres of music that come from Jamaica!</p> <p>Ska started in the 1950s and is known for its fast beat and upbeat rhythm, perfect for dancing! It has a mix of jazz, blues, and Caribbean sounds and often uses instruments like trumpets and saxophones.</p> <p>Reggae came after ska, in the 1960s. It has a slower, more relaxed beat and is famous for its <i>offbeat</i> rhythm, where the music seems to sway side to side. Reggae is often about love, peace, and important messages. The most famous reggae artist is Bob Marley, who helped make this music popular all over the world.</p> <p>L2: A melody is a series of music notes played in a specific order for a specific length of time (duration).</p> <p>Songs may have a number of different melodies for the different parts: verse and chorus etc.</p> <p>To help us learn melodies, we can record these in different forms of musical notation.</p> <p>L3: When we learn a new piece of music, it is important that we practise how to play it. Learning how to play a melody on an instrument and sing at the same time can be difficult.</p>	<p>Listen carefully to and evaluate a range of live and recorded music from different traditions, genres, styles and times and respond appropriately to the context.</p> <p>Notice details about different aspects of music and communicate thoughts and feelings through discussion, movement, sound-based and other creative responses including the visual arts.</p> <p>Give opinions about their own and others' music sensibly and justify these well.</p> <p>Identify notes on a staff and recognise note and rest values and use this knowledge to read, play and compose music (crotchets, quavers, semibreves, minims).</p> <p>Explore different time signatures and tempos and explain why they might have been chosen by their composer.</p> <p>Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</p> <p>Play and sing with a consistent and appropriate tone, accurate tuning and good breath control.</p> <p>Sing and play with a clear sense of the style of the music.</p> <p>Maintain good posture when playing or singing.</p>	<p>L1: Reggae Ska Jazz Blues Caribbean Jamaica Genre Rhythm Beat Offbeat Bob Marley Listen Appraise</p> <p>L2: Melody Notes Order Duration / length Verse Chorus Glockenspiel Mallets Keys</p> <p>L3: Practise Sing Ensemble</p> <p>L4: Variations Tempo Notes Duration Lyrics</p>

	<p>Playing as a group is known as playing as an 'ensemble'.</p> <p>L4: A good way of starting to write our own music is making changes and variations to a piece of music we already know.</p> <p>We can make changes to things like the tempo, the notes used, the duration of notes and the lyrics in the song.</p> <p>L5: Before performing a piece of music, we must rehearse it – this means practising it with the audience in mind.</p> <p>Performing a piece of music can make us nervous – when we listened to others, we must be kind and considerate with any feedback offered positive.</p>	<p>Make up music by organising musical ideas into simple structures which match my task (the context and purpose).</p> <p>Create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc.</p> <p>In performance and rehearsal, show increasing confidence, expression, skill and level of musicality and an ability to take on different roles.</p> <p>Make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements.</p> <p>Adjust a part when working as a musician with others (e.g. being quieter / louder when appropriate).</p> <p>Pick out strengths and weaknesses their own and other's work.</p> <p>Make specific comments and justify these well.</p>	<p>L5: Perform Rehearse Audience Considerate Positive feedback</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To listen to and appraise a range of reggae and ska songs 2) To learn the main melodies to our song 3) To practise playing and singing our song as a group 4) To experiment with variations in tempo, duration, notes and lyrics with our song 5) To rehearse and perform our own variations on our song <p>https://www.youtube.com/watch?v=Wy9K_7w9suE</p>			
<p>Sp2: Reggae and Ska (I Can See Clearly Now)</p> <p>End Point:</p>	<p>L1: The song 'I Can See Clearly Now' was written by Johnny Nash. It was hugely successful and his most popular song.</p>	<p>Listen carefully to and evaluate a range of live and recorded music from different traditions, genres, styles and times and respond appropriately to the context.</p>	<p>L1: Successful Cover Live music Studio Concert</p>

	<p>By the end of this unit of work, pupils will have furthered their understanding of reggae and ska music. They will have listened to a range of versions of the classic song 'I Can See Clearly Now', including live and cover versions, and appraised these. After learning the main melody and lyrics to the song, pupils will have had the opportunity to experiment and improvise to create their own versions.</p>	<p>When other people perform someone else's song it is called a cover version. There are lots of cover versions of 'I Can See Clearly Now' – some of them recorded in a studio and some of the recorded at live concerts.</p> <p>L2: A melody is a series of music notes played in a specific order for a specific length of time (duration).</p> <p>We can write melodies using musical notation – this is a way of indicated which notes are played, their order and for how long they are played.</p> <p>L3: Playing as a group (or 'ensemble') can be tricky – it requires listening to each other and making sure we are playing in time and the correct pitch.</p> <p>L4: A good way of starting to write our own music is making changes and variations to a piece of music we already know.</p> <p>We can make changes to things like the tempo, the notes used, the duration of notes and the lyrics in the song.</p> <p>L5: Performing a piece of music can make us nervous – when we listened to others, we must be kind and considerate with any feedback offered positive.</p>	<p>Notice details about different aspects of music and communicate thoughts and feelings through discussion, movement, sound-based and other creative responses including the visual arts.</p> <p>Give opinions about their own and others' music sensibly and justify these well.</p> <p>Identify notes on a staff and recognise note and rest values and use this knowledge to read, play and compose music (crotchets, quavers, semibreves, minims).</p> <p>Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</p> <p>Play and sing with a consistent and appropriate tone, accurate tuning and good breath control.</p> <p>Sing and play with a clear sense of the style of the music.</p> <p>Maintain good posture when playing or singing.</p> <p>Make up music by organising musical ideas into simple structures which match my task (the context and purpose).</p> <p>Create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc.</p> <p>In performance and rehearsal, show increasing confidence, expression, skill and level of musicality and an ability to take on different roles.</p> <p>Make good use of rehearsals to develop musical quality by picking out areas which</p>	<p>L2: Melody Notes Notation Stave</p> <p>L3: Ensemble Rehearsal Time Pitch Tune</p> <p>L4: Variation Tempo Notes Duration Lyrics</p> <p>L5: Performance Rehearsal Considerate Audience Positive feedback</p>
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French			<p>need improving and suggesting improvements.</p> <p>Adjust a part when working as a musician with others (e.g. being quieter / louder when appropriate).</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To listen to an appraise a number of versions of our focus song 2) To learn the main melody to our song and use musical notation to record this 3) To practise playing our melody and sing together as a group 4) To improvise and experiment with our song's melody and lyrics 5) To perform our own versions of our song and appraise each other's work <p>NB: In lesson 1, listen to the original version, live versions and cover versions</p> <p>https://noobnotes.net/i-can-see-clearly-now-johnny-nash/ https://www.youtube.com/watch?v=zqPuH2Jg6CY</p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Sp1: Hobbies</p> <p>End Point:</p> <p>By the end of this unit of work, pupils will be able to talk about their hobbies, including their favourite types of music and the instruments that they enjoy playing. Doing so will improve their understanding of French grammar, especially verbs and their different forms.</p>	<p>L1:</p> <p><i>“Les jeux vidéo”</i> (“video games”) is a masculine plural noun. The singular version is <i>“le jeu vidéo”</i> (“the video game”).</p> <p><i>“Je sais tout faire, moi”</i> (“I know how to do everything”) — <i>“moi”</i> (“me”) is used in the French to add extra emphasis, but it's not needed in the English.</p> <p><i>“Quelle allure!”</i> (“How stylish!”) — <i>“quelle”</i> is the feminine singular version of <i>“quel”</i> (“what” or “which”) — this phrase literally means “What style!”. <i>“Quelle”</i> is not used as a question word here (which is why <i>“comment”</i> isn't used), it's forming an exclamation which shows admiration.</p>	<p>Express their likes and dislikes, and use <i>“tu”</i> to ask others for their opinion in a short conversation.</p> <p>Read the unit's story aloud and recognise and understand some of its key points without reading the English text.</p> <p>Be able to talk and write about what they and others do or like doing, giving more complex opinions when prompted.</p> <p>Recognise the difference between <i>“le”/“la”</i> and <i>“un”/“une”</i> in the context of the unit and apply them to nouns with little help.</p> <p>Understand and recognise some irregular plural nouns in French.</p>	<p>L1:</p> <p>Feminine Masculine Plural Singular Noun Phrase Sentence</p> <p>L2:</p> <p>Translation Similarity Verb</p> <p>Sentence Connective Accent</p> <p>L3:</p>

“Regardez-moi!” (“Look at me!”) is an imperative phrase.

To form negative sentences, sandwich *“ne”* and *“pas”* around the verb.

“J’adore” (“I love”) comes from *“adorer”* (“to love”), and *“je déteste”* (“I hate”) comes from *“détester”* (“to hate”).

L2:

The French words for types of music are very similar to their English translations. Highlight these similarities to help pupils remember them.

“Tu aimes” (“you like”) comes from the verb *“aimer”* (“to like”).

Some responses involve the word *“mais”* (“but”). This is a really useful connective for making more complex sentences.

“Je préfère” (“I prefer”) comes from the verb *“préférer”* (“to prefer”). Watch out for the way that the accent changes direction on the second *“e”*

L3:

A lot of these items of vocabulary are cognates, so pupils shouldn’t have too much trouble remembering them.

“Qu’est-ce que...?” (“What...?”) is a useful way to start a question — see p.52-54 of the

When talking about playing an instrument, *“jouer”* (“to play”) needs to be followed by *“de”*. If the instrument that you want to use in the sentence is preceded by *“le”*, it blends with *“de”* to give *“du”* — *“Je joue du piano.”* (“I play the piano.”). For feminine nouns, the *“la”*

Negative sentence

L4:

Regular
Irregular

L5:

Article
Definite article
Indefinite article

doesn't blend with "de", so you would say "*Je joue de la trompette.*" ("I play the trumpet."), for example.

To make a negative sentence, sandwich "*ne*" and "*pas*" around the verb — "*Je ne joue pas d'instrument de musique.*" ("I don't play a musical instrument").

L4:

"*Aller*" ("to go") and "*faire*" ("to do") are irregular verbs and are particularly challenging to conjugate.

"*Je vais au parc.*" ("I go to the park.") — "*à*" means "to", but when it is followed by "*le*" ("the"), the two words join together to form "*au*".

When "*j'aime*" is followed by a verb, the second verb stays in the infinitive.

You need to use a negative sentence to say what you don't like to do. To do this, sandwich "*ne*" and "*pas*" around the verb.

L5:

Many of the types of films in the vocabulary list translate literally as "a film of X" — explaining this might help pupils to draw links between the French and English.

To make a negative sentence, sandwich "*ne*" and "*pas*" around the verb.

The indefinite article, "*un*" ("a"), has to change to a definite plural article — "*les films*" ("the films") or it will sound unnatural.

When using "*je veux*" and a verb, the second verb stays in the infinitive.

		<p><i>“Tu veux...?”</i> (“Do you want...?”) and an infinitive verb, e.g. <i>“Tu veux aller...?”</i> (“Do you want to go...?”), is a useful structure for ‘invitation’ questions.</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To explain what hobbies we enjoy doing 2) To talk about our favourite types of music 3) To talk about playing musical instruments 4) To explain what we do at the weekend 5) To discuss our favourite types of films 				
	<p>Sp2: A School Trip End Point: By the end of this unit of work, pupils will be able to discuss a school trip, including travelling to and from destinations. They will become more confident with a range of new vocabulary and grammar including variations in tense.</p>	<p>L1: <i>“Les roues”</i> is feminine plural. <i>“Les essuie-glaces”</i> is masculine plural. <i>“Les gens”</i> is masculine plural. <i>“Tournent”</i> is the third person plural version of <i>“tourner”</i> (“to turn”) — this is because it is <i>“les roues”</i> (“the wheels”) that are turning. <i>“Roulent”</i> (“roll”) is also in the third person plural form to agree with <i>“les roues”</i> (“the wheels”). Remind pupils that they shouldn’t pronounce the <i>“ent”</i> at the end of third person plural forms of verbs, e.g. <i>“tournent”</i> (“turn”) and <i>“roulent”</i> (“roll”). <i>“Tous les jours”</i> (“every day”) literally means “all of the days”. <i>“Tous”</i> means “all”, it’s the masculine singular version of <i>“tout”</i>. <i>“Faire”</i> (“to do”) is used in two different forms in this song — <i>“fait”</i> is the third person singular present tense form of <i>“faire”</i> so it’s used for singular nouns like <i>“le klaxon”</i> (“the horn”). <i>“Font”</i> is the third person plural present tense</p>	<p>Identify the difference between <i>“mon”</i>, <i>“ma”</i> and <i>“mes”</i> in the French story text.</p> <p>Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</p> <p>Recognise the future tense with little help.</p> <p>Say and write about what they do and don’t like to do in the context of school trips.</p> <p>Join in with the unit’s song, pronouncing all the words clearly and accurately.</p>	<p>L1: Feminine Masculine Singular Plural</p> <p>L2: Infinitive Tense Present Past Future</p> <p>L3: Phrase Sentence</p> <p>L4: Noun Adjective Verb</p> <p>L5:</p>

form and is used with plural nouns like "*les essuie-glaces*" ("the windscreen wipers").

"*Qu'est-ce que*" ("What") is added to the front of statements to make a question.

"*Entendre*" means "to hear" — the spelling of the verb changes slightly when you say "*tu entends*" ("you hear").

L2

All of the verbs are in the infinitive form because they follow another verb which has been conjugated in the present tense — "*aimer*" ("to like") or "*vouloir*" ("to want").

"*Je voudrais*" means "I would like" — it's in the conditional tense and is more polite than saying "*je veux*" ("I want").

If you wish, you could add "*pendant le voyage*" ("during the journey") to the end of the response make a more complete sentence, but it's not essential.

L3:

"*Je vois*" is the first person singular version of "*voir*" ("to see").

Question and Answer 2 is in the perfect past tense ("*le passé composé*").

"*Combien de*" means "how much" or "how many" — it's a useful phrase for forming questions.

Question and Answer 2 involves adding in numbers, so the nouns have to be made plural.

Most of them can be made plural by adding an "*s*" to the end of the word. "*Un oiseau*" ("a bird") and "*un feu tricolore*" ("a traffic light")

are both exceptions — they become “*deux oiseaux*” (“two birds”) and “*deux feux tricolore*” (“two traffic lights”).

L4:

“*Des os de dinosaure*” (“some dinosaur bones”) — this is masculine because it’s “*un os*” (“a bone”). Its literal translation is “some bones of dinosaur”.

“*Des bijoux anciens*” (“some ancient jewellery”) — “*un bijou*” is a masculine noun — the plural is formed by adding an “*x*”. The adjective “*ancien*” (“ancient”) needs to be plural to match “*bijoux*”, which is why it has an extra “*s*” on the end.

“*Des pièces en or*” (“some gold coins”) — this is feminine — it’s “*une pièce*”.

Watch out for the accents on “*préférer*” — they change direction depending on how the verb is conjugated. The second “*e*” has an accent in the opposite direction in the first person singular — “*je préfère*” (“I prefer”) and the second person singular “*tu préfères*” (“you prefer”).

In Question and Answer 2, “*quelle*” (“what”) is used rather than “*quel*” because it agrees with “*exposition*” (“exhibition”), which is feminine. For more about “*quel*”.

L5:

When one verb in the present tense, for example “*j’aime*” (“to like”), is followed by a second verb, the second verb needs to be in the infinitive form.

Question and Answer 2 uses “*aller*” (“to go”) to form the future tense. It’s like saying “I’m going to do something” in English.

Sequence of Lessons:

- 1) To learn how to sing a well-known French song
- 2) To talk about typical travelling activities
- 3) To explain what we can see out of the window
- 4) To discuss what we do in the countryside
- 5) To be able to talk about a trip to the museum