

Year 5 Curriculum map 2020-21 (Subject to changes as needs arise)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Cultural Capital
English	Setting descriptions (word type recaps) Historical poetry (link British history). William Blake. See Nelson Academy Writing Scheme of Work.	Non-chronological report (science link) Myths/ legends linked to aboriginal beliefs (eg moon creation) See Nelson Academy Writing Scheme of Work.	Recount/ Diary entry at Boston tea party Geographical writing- diary of James Cook Newswise – Newspaper writing unit See Nelson Academy Writing Scheme of Work.	Biographical writing (link with scientists- Mary Seacole) Nelson- Does he deserve to be considered as an influential British person in history? Persuasive writing unit See Nelson Academy Writing Scheme of Work.	Story (history link) Human rights Henry's Freedom Box See Nelson Academy Writing Scheme of Work.	Newspaper report (history link) Explanation text (link to science) See Nelson Academy Writing Scheme of Work.	
Maths	White Rose Maths See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19						
Science	Geology: Earth's layers, mountains, rocks <u>Knowledge:</u> THE EARTH'S LAYERS Crust, mantle, core (outer core and inner core)	Meteorology (weather): -Review form year 3 water cycle <u>Knowledge:</u> WEATHERING AND EROSION	Electricity Including Michael Faraday <u>Knowledge:</u> ELECTRICITY Through reading and observation, and <i>experiment</i> ,	Human body: Circulatory and respiratory systems Elizabeth Garrett-Anderson Florence Nightingale <u>Knowledge:</u> THE HUMAN BODY: CIRCULATORY AND	Chemistry: Atoms, properties of matter, elements, solutions <u>Knowledge:</u> CHEMISTRY: BASIC TERMS AND CONCEPTS ATOMS	Evolution of plants and animals Charles Darwin <u>Knowledge:</u> EVOLUTION Animals have offspring that are of the same kind but often offspring have different appearances	Natural history or science museums

	<p>Movement of tectonic plates Earthquakes Faults, San Andreas fault Measuring intensity: seismograph and Richter scale Tsunamis Volcanoes Magma Lava and lava flow Active, dormant and extinct Famous volcanoes: Vesuvius, Krakatoa, Mount St. Helens Hot springs and geysers: Old Faithful (in Yellowstone National Park, US) Theories of how the continents and oceans were formed: Pangaea and continental drift</p> <p>HOW MOUNTAINS ARE FORMED Folded mountains, fault-block</p>	<p>Physical and chemical weathering Weathering and erosion by water, wind and glaciers The formation of soil: topsoil, subsoil, bedrock</p>	<p>examine the following:</p> <p>Electricity as the charge of electrons Static electricity Electric current Electric circuits, and experiments with simple circuits (battery, wire, light bulb, filament, switch, fuse) Closed circuit, open circuit, short circuit Conductors and insulators Electromagnets: how they work and common uses Using electricity safely</p>	<p>RESPIRATORY SYSTEMS</p> <p>THE CIRCULATORY SYSTEM</p> <p>Pioneering work of William Harvey Heart: four chambers (atrium/atria or atriums [plural] and ventricle/ventricles), aorta Blood Red blood cells, white blood cells, platelets, haemoglobin, plasma, antibodies Blood vessels: arteries, veins, capillaries Blood pressure, pulse Filtering function of liver and spleen Fatty deposits can clog blood vessels and cause a heart attack. Blood types (four basic types: A, B, AB, O) and transfusions</p>	<p>All matter is made up of particles too small for the eye to see, called atoms. Scientists have developed models of atoms; while these models have changed over time as scientists make new discoveries; the models help us imagine what we cannot see. Atoms are made up of even tinier particles: protons, neutrons, electrons.</p> <p>The concept of electrical charge</p> <p>Positive charge (+): proton Negative charge (-): electron Neutral (neither positive or negative): neutron'</p>	<p>Animals and plants have adapted to suit the environment within which they live Adaptation may lead to evolution: Darwin's finches</p>	
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	<p>mountains, dome-shaped mountains</p> <p>ROCKS Formation and characteristics of metamorphic, igneous, and sedimentary rock</p>			<p>THE RESPIRATORY SYSTEM</p> <p>Process of taking in oxygen and getting rid of carbon dioxide Nose, throat, voice box, trachea (windpipe) Lungs, bronchi, bronchial tubes, diaphragm, ribs, alveoli (air sacs) Smoking: damage to lung tissue, lung cancer</p>	<p>'Unlike charges attract, like charges repel' (relate to magnetic attraction and repulsion)</p> <p>PROPERTIES OF MATTER</p> <p>Mass: the amount of matter in an object, similar to weight Volume: the amount of space a thing fills Density: how much matter is packed into the space an object fills Vacuum: the absence of matter</p> <p>ELEMENTS</p> <p>Elements are the basic kinds of matter, of which there are a little more than one hundred.</p>		
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					<p>There are many different kinds of atoms, but an element has only one kind of atom. Familiar elements, such as gold, copper, aluminium, oxygen, iron Most things are made up of a combination of elements.</p> <p>SOLUTIONS</p> <p>A solution is formed when a substance (the solute) is dissolved in another substance (the solvent), such as when sugar or salt is dissolved in water; the dissolved substance is present in the solution even though you cannot see it. Concentration and</p>		
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					saturation (as demonstrated through simple experiments with crystallisation)		
Geography	<p>Spatial Sense (recap) Mountains of the world e.g. Himalayas</p> <p><u>Knowledge:</u></p> <p>SPATIAL SENSE</p> <p>Review as necessary map-reading skills and concepts, as well as geographic terms, from previous years. Scale: measure distances using map scales. Identify the Prime Meridian, the Eastern and Western Hemispheres.</p> <p>MOUNTAINS OF THE WORLD</p> <p>Children will learn the names of some of</p>	<p>Australia (outback, cities, animals)</p> <p><u>Knowledge:</u></p> <p>Large cities: Canberra, Sydney, Adelaide, Melbourne, Brisbane, Cairns, Darwin, Perth, Alice Springs Important features: Ayers Rock, outback, Great Barrier Reef (world's largest coral reef), tropical rainforest, beaches Aboriginal people: traditional music and dance,</p>	<p>New Zealand and South Pacific Explorer James Cook (historical link)</p> <p><u>Knowledge:</u></p> <p>Large cities: Auckland, Christchurch Important features: Geysers in Rotorua on the North Island [cross-curricular connection with Year 2 History and Geography: geysers in Yellowstone National Park in the US and in Iceland] Māori people and culture: elaborate</p>	<p>East of England (Hertfordshire, counties etc)</p> <p><u>Knowledge:</u></p> <p>Flat or rolling land, climate, vegetable farming, Norfolk Broads, Cambridge, port of Felixstowe, Sutton Hoo</p>	<p>Midlands</p> <p><u>Knowledge:</u></p> <p>Birmingham, Spaghetti Junction, Grand Union Canal, mining industry (much declined), Peak District, Sherwood Forest, The Trent, Rolls-Royce (engines) Nottingham, Derby, Bourneville; home of Cadbury's chocolate, Malvern Hills, farming</p>	<p>Yorkshire and Humberside</p> <p><u>Knowledge:</u></p> <p>Peak District, N Yorkshire Moors, Yorkshire Dales, River Humber, port of Hull, coal, iron and steel works, City of York</p>	<p>Traditional seaside town in the East of England – local geography exploration</p>



	<p>the world's mountain ranges. They will also become familiar with the terms peak meaning the highest point of a mountain and range meaning a connected group of mountains.</p> <p>The Alps The Himalayas The Andes and The Appalachian Mountains The Atlas Mountains</p>	<p>strong oral history, importance of ancestors, historic art including aboriginal rock engravings [cross-curricular connection with Year 4 Visual Arts] Unique animals: koala, kangaroo, platypus, emu, kookaburra bird British explorer James Cook was the first European to contact Australia (on eastern coastline) Australia used as a penal colony for British prisoners Gold rush in the 1850s and subsequent importance of mining</p>	<p>mythology, traditional dancing (see rugby and the haka below), History British explorer James Cook was the first to circumnavigate New Zealand New Zealand as a member of the British Commonwealth First country in the world to grant all women the right to vote (1893) Sports Rugby: All Blacks rugby team, Māori participation in rugby and the national team's performance of the haka (traditional Māori challenge) before matches</p> <p>D. SOUTH PACIFIC ISLANDS</p>				
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		Australia became an independent country that was a dominion of the British Empire (1907) New architecture: Sydney harbour bridge and the Sydney Opera House are well-known modern architectural pieces	James Cook as an explorer and a cartographer who was the first to map South Pacific Islands from New Zealand to Hawaii				
History	<p>British History -18th century Britain, James 1 and V1, party politics</p> <p><u>Knowledge:</u></p> <p>18TH CENTURY BRITAIN The Act of Union in 1707 created Great Britain, a new nation, but it did not yet create 'Britons'. Students will be encouraged to think</p>	<p>British History continued... How did Britain gain an Empire?</p> <p><u>Knowledge:</u></p> <p>Global trade Colonies established abroad where Britain had built forts and towns for merchants and soldiers to live</p>	<p>World History American Revolution -provocations, declaration of independence, revolution, French revolution</p> <p><u>Knowledge:</u></p> <p>Connecting the American Revolution to the ideas of 'liberty'. The American</p>	<p>World History continued... Napoleon Bonaparte and the first French empire</p> <p><u>Knowledge:</u></p> <p>NAPOLEON BONAPARTE AND THE FIRST FRENCH EMPIRE</p> <p>Napoleon as military genius</p>	<p>Abolition of the slave trade</p> <p><u>Knowledge:</u></p> <p>ABOLITION OF THE SLAVE TRADE</p> <p>Explanations of the efforts to stop slavery in the context of its huge and extensive operation across the world, particularly in the</p>	<p>The spread of Islam and the holy wars</p> <p><u>Knowledge:</u></p> <p>Muhammad: the prophet Allah, Qur'an Sacred city of Makkah, mosques 'Five pillars' of Islam Declaration of faith Prayer (five times daily), facing toward Makkah Fasting during Ramadan Help the needy</p>	<p>Natural history or science museums</p> <p>Re-enactment day</p>

	<p>about the nature and formation of national identity, and identities in general. Explanations of how this period sees the development of political institutions that are still familiar today.</p> <p>JAMES I AND VI HAD BEEN ATTEMPTING TO FORM A FULL POLITICAL UNION, BUT FAILED</p> <p>In Scotland, opinion over union was divided The Act of Union, 1707 The creation of Great Britain was one of necessity, with mutual hostility and mistrust on both sides Great Britain into an international power; global empire.</p>	<p>British merchants exchanged British-made goods for new exotic luxuries British ports including Liverpool, Glasgow and Bristol became rich The Seven Years War Britain went to war with France, battles were fought in trading colonies around the world East India Company Rule Britannia</p> <p>The Royal Navy</p> <p>Impressment; forcing men to serve in the Royal Navy</p>	<p>Revolution will be used to discuss ideas such as representation and democracy. Explanations of the wider impact of the Revolution in Britain and across Europe, particularly in France. Also raise and discuss issues about the nature and formation of national identity.</p> <p>PROVOCATIONS British taxes, 'No taxation without representation' Boston Tea Party</p> <p>THE DECLARATION OF INDEPENDENCE</p> <p>Declaration of Independence; adopted July 4, 1776</p>	<p>In 1804 he made himself 'Emperor' of France Planned invasion of England Horatio Nelson, admiral in the Royal Navy led the attack on Napoleon's navy Napoleon defeated at the Battle of Trafalgar (off the Spanish Coast at Cape Trafalgar) Death of Nelson Napoleon invades Spain Battle of Waterloo Napoleon sent into exile on the island of St Helena in the middle of the Atlantic Ocean where he dies seven years later</p>	<p>Americas. Students will be encouraged to think about the personal and psychologically damaging effects of slavery, as well as the reasons why people opposed abolitionism.</p> <p>ABOLITION OF SLAVERY IN THE BRITISH EMPIRE Slaves transported from Africa to plantations in the Americas Conditions on slave ships Beginning of movement for the abolition of slavery William Wilberforce Olandah Equiano 1807 Bill for the Abolition of the Slave Trade 1833 Slavery abolished</p>	<ul style="list-style-type: none"> ○ Pilgrimage to Makkah <p>Arab peoples unite to spread Islam in Northern Africa, through the eastern Roman Empire, and as far west as Spain.</p> <p>DEVELOPMENT OF ISLAMIC CIVILISATION</p> <p>Contributions to science and mathematics: Avicenna (Ibn Sina), Arabic numerals Thriving cities as centres of Islamic art and learning, such as Cordoba (Spain)</p> <p>WARS BETWEEN MUSLIMS AND CHRISTIANS</p> <p>The Holy Land, Jerusalem The Crusades Saladin and Richard the Lionheart Growing trade and cultural exchange between east and west</p>	
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	<p>DEVELOPMENT OF PARTY POLITICS; PARLIAMENT MORE IMPORTANT AFTER THE BILL OF RIGHTS</p> <p>Anne becomes Queen (1702) after the death of William III Accession of George I in 1714; House of Hanover Decline of monarchical power and influence Robert Walpole came to the fore in Parliament [Builds on Year 1 History and Geography] Appointed First lord of the Treasury by George I in 1721. Referred to as the 'Prime Minister'</p>	<p>Life of a sailor; diet, scurvy, punishments</p>	<p>The proposition that 'All men are created equal' The responsibility of government to protect the 'unalienable rights' of the people Natural rights: 'Life, liberty, and the pursuit of happiness' The 'right of the people... to institute new government'</p> <p>THE REVOLUTION</p> <p>The French enter the war in support of the Americans British surrender at York Town Creation of the USA with George Washington as President</p> <p>FRENCH REVOLUTION</p>		<p>throughout the British Empire</p>		
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			<p>The French Revolution can be seen as a watershed moment in the history of the western world, undermining traditional aristocratic and monarchical hierarchies.</p> <p>Louis XVI and Marie Antoinette at Versailles Division between rich and poor Marie Antoinette "Let them eat cake!" Only the poor working people paid taxes Debts from funding the American War of Independence led to a rise in taxes 14th July 1789 people of Paris stormed a prison</p>				
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			called the Bastille and released its prisoners Revolution began followed by a reign of terror King and Queen beheaded and France becomes a republic (a nation ruled without a monarch)				
<u>Visual arts and DT</u>	<p>Language of Art: Style Colour theory, Rococo vs Modernism</p> <p><u>Knowledge:</u></p> <p>Understand the meaning of 'style' as a noun and, in the context of art, as a term to refer to how something looks. Practice applying the term 'style' to describe contrasting works of art already known to students,</p>	<p>Language of Art: Modernism and abstract art Bauhaus design</p> <p><u>Knowledge:</u></p>	<p>Print and print making: Mono-printing Albrecht Durer</p> <p><u>Knowledge:</u></p> <p>Teachers: Prints and printmaking provides an excellent opportunity to allow your students to create original artworks using the media and techniques they are examining.</p>	<p>Print and print making</p> <p>Textiles – Freedom Quilts</p> <p><u>Knowledge:</u></p>	<p>Art of Africa</p> <p><u>Knowledge:</u></p> <p>Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies. In addition, recognise cultural changes that are reflected in artwork. For instance, in parts of West Africa where Portuguese traders</p>	<p>Islamic art and architecture</p> <p><u>Knowledge:</u></p> <p>Become familiar with examples of Islamic art, including illuminated manuscripts and illumination of the Qur'an (Koran). Note characteristic features of Islamic architecture, such as domes and minarets, in: The Dome of the Rock (Mosque of Omar), initial construction completed in AD 691 (Jerusalem)</p>	<p>West Norfolk Artists association visits Art gallery visit</p>

	<p>comparing two works, for example: Stubbs's Whistlejacket [from Year 3 - Form] (often described as smooth in style since no brushstrokes are visible and the colours have been carefully blended)</p> <p>Munch's The Scream [from Year 4 - Design] (which can be described as rough or broad in style as the brushstrokes are evident and the paint appears to have been hastily applied and the colours are unmixed)</p> <p>Rococo Vs Modernism</p> <p>Antoine Watteau, The Pilgrimage to the Isle of Cythera, 1717 (Louvre Museum, Paris, France)</p> <p>Thomas Chippendale, Ribbon-backed Chair, made 1850-1880</p>		<p>Specialist equipment is not necessary to experience print-making; mono-printing, for example, requires little other than paint, wooden sticks and paper, and desks or tablets that can be wiped down!</p> <p>Understand that printmaking is an indirect art form, where the artist usually creates a design on a block or plate (or wood, plastic or metal), or even on a screen of silk, and this is transferred to a support— usually paper— after a pressing with ink.</p> <p>Printmaking can be a positive (relief),</p>		<p>arrived in the 16th century, many works of art display Portuguese influence in the materials and techniques used, as well as in what was depicted in the art. Become familiar with examples of art from specific regions and peoples in Africa. The following suggestions can be found in the British Museum in London:</p> <p>Antelope headdresses of Mali</p> <p>Ivory carvings from Ife and Benin</p> <p>Bronze sculptures and panels from Benin</p>	<p>The Alhambra Palace, 1527 (Granada, Spain)</p> <p>The Taj Mahal, 1632 (Agra, India)</p>	
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	<p>from Chippendale's design of 1754 (V&A Museum, London, UK)</p> <p>Modernism and Abstract Art</p> <p>Colour theory</p> <p>Theo van Doesburg, Contra-Composition of Dissonances XVI (Haags Gemeentemuseum) The Hague, Netherlands</p> <p>Marcel Breuer, Wassily Chairs, 1925-1926 (Bauhaus) Dessau, Germany</p>		<p>negative (intaglio) or stencil process. Appreciate that the benefit of printmaking is that it allows the creation of multiple versions of the same design. Artists like Rubens and Hogarth realised they could use this to spread their images to a wider audience, not least because paper prints were generally cheap and comparatively quick to produce. Find out about some of the various printmaking techniques, ranging from mono-printing, engraving, etching, screen-printing to</p>				
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			<p>lithography and brass rubbing. Recognise as products of printmaking (prints), and discuss: Albrecht Dürer, The Rhinoceros (woodcut) 1515 (British Museum, London) Paulus Pontius after Rubens, Self-Portrait (of Rubens), 1630 (British Museum, London) William Hogarth, Industry and Idleness Plate 1: The Fellow 'Prentices at their Looms, Plate 12: The Industrious 'Prentice Lord Mayor of London, 1747 (Tate Britain, London) Henri de Toulouse-Lautrec, Troupe de Mlle Églantine,</p>				
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			1896 (colour lithograph), (V&A, London)				
Music	<p>Elements of music: Elements -rhythm, rhyme, pitch, timbre, harmony</p> <p>*Auld Lang Syne, British Grenadiers. Heart of Oak, Loch Lommand (History link)</p> <p><u>Knowledge:</u></p> <p>Through participation, become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). Recognise a steady beat, accents, and the downbeat; play a steady beat and a simple rhythm pattern.</p>	<p>Elements of music: Notation</p> <p>*Walzing Matilda (geography link)</p> <p><u>Knowledge:</u></p> <p>Review the following notation: Crotchet Minim Semi-breve Stave Treble clef and names of lines and spaces in the treble Crotchet rest Minim rest Semibreve rest Double bar line, bar, repeat signs</p>	<p>Listen and understand: Orchestra, vocal ranges</p> <p><u>Knowledge:</u></p> <p>THE ORCHESTRA</p> <p>Review the orchestra, including families of instruments and specific instruments, by listening to Benjamin Britten, The Young Person's Guide to the Orchestra.</p> <p>VOCAL RANGES</p> <p>Teachers: Students should learn to recognise and name the different</p>	<p>Listen and understand: Composers and their music</p> <p><u>Knowledge:</u></p> <p>George Frederic Handel, 'Hallelujah Chorus' from The Messiah, Franz Joseph Haydn, Symphony No. 94 ('Surprise') Scott Joplin, Maple Leaf Rag, Wolfgang Amadeus Mozart, The Magic Flute, selections, including: Overture Introduction, Zu Hilfe! Zu Hilfe! (Tamino, Three Ladies) Aria, Der Vogelfänger bin ich ja (Papageno)</p>	<p>Listen and understand: Musical connections</p> <p>Music of slavery – incl composition</p> <p><u>Knowledge:</u></p> <p>Music of the Middle Ages Gregorian chant</p>	<p>Listen and understand: Continued</p>	



	<p>Discriminate between fast and slow; gradually slowing down and getting faster.</p> <p>Discriminate between differences in pitch: high and low.</p> <p>Discriminate between loud and soft; gradually increasing and decreasing volume.</p> <p>Understand legato (smoothly flowing progression of notes) and staccato (crisp, distinct notes).</p> <p>Sing unaccompanied, accompanied, and in unison.</p> <p>Recognise harmony; sing simple rounds and canons.</p> <p>Recognise verse and chorus</p> <p>Continue work with timbre and phrasing.</p> <p>Recognise theme and variations, and listen to Mozart, Variations</p>	<p>Quaver: the length of half a crotchet</p> <p>Time signature: 4/4 quadruple time, as in four crotchet beats</p> <p>Time signature: 2/4 duple time, as in two crotchet beats</p> <p>Soft: p</p> <p>Very soft: pp</p> <p>Loud: f</p> <p>Very loud: ff</p> <p>Moderately soft: mp</p> <p>Moderately loud: mf</p> <p>Middle C in the treble clef</p> <p>Tiered and dotted notes</p> <p>Sharps and flats</p>	<p>vocal ranges, and apply their knowledge by beginning part singing.</p> <p>Recognise vocal ranges of the adult female voice:</p> <p>High = soprano</p> <p>Middle = mezzo soprano</p> <p>Low = alto</p> <p>Recognise vocal ranges of the male voice:</p> <p>High = tenor</p> <p>Middle = baritone</p> <p>Low = bass</p>	<p>Recitative and Aria, O zittre nicht, mein lieber Sohn! (Queen of the Night)</p> <p>Area, Ein Mädchen oder Weibchen (Papageno)</p> <p>Duet, Pa-pa-gena! Pa-pa-geno! (Papageno and Papagena)</p> <p>Finale, Recitative and Chorus, Die Strahlen der Sonne! (Sarastro and Chorus)</p>			
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	on 'Ah vous dirai-je Maman' (familiarily known as 'Twinkle Twinkle Little Star'). Sing or play simple melodies.						
MFL	<p>Unit 1/2 recap – how are you, name, numbers, colours and classroom instructions</p> <p>Unit 5 La Famille Lesson 1 Members of your family Lesson 2 The alphabet</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 5 continued La Famille Lesson 3 Household items Lesson 4 Prepositions</p> <p>Unit 6 Bon anniversaire! Lesson 1 Snacks Lesson 2 Opinions about food Lesson 3 Numbers to 30</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 6 continued Bon anniversaire! Lesson 4 Months of the year Lesson 5 Dates and birthdays</p> <p>Unit 5/6 test</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 7 Encore! Lesson 1/2 revision of people descriptions Lesson 3 Nationalities Lesson 4 Giving characteristics</p> <p>See Rigolo Scheme of work Mapping Grid</p>	<p>Unit 8 Quelle heure est-il? Lesson 1/2 Leisure activities Lesson 3 Telling the time Lesson 4 Times of activities</p> <p>Unit 7/8 test</p> <p>See Rigolo Scheme of work Mapping Grid</p>	Language day	

<p>Computing</p>	<p>Computer systems and networks</p> <p><u>Knowledge:</u></p> <p>Pupils will develop their understanding of computer systems and how information is transferred between systems and devices. They will consider small-scale systems as well as large-scale systems. They will explain the input, output, and process aspects of a variety of different real-world systems. Pupils will also take part in a collaborative online project with other class members and develop their skills in working together online.</p>	<p>Creating media – Vector drawing</p> <p><u>Knowledge:</u></p> <p>Pupils will find out that vector images are made up of shapes. They will learn how to use the different drawing tools and how images are created in layers. They will explore the ways in which images can be grouped and duplicated to support them in creating more complex pieces of work. This unit is planned using the Google Drawings app other alternative pieces of</p>	<p>Creating media – Video editing</p> <p><u>Knowledge:</u></p> <p>Pupils will be given the opportunity to learn how to create short videos in groups. As they progress through this unit, they will be exposed to topic-based language and develop the skills of capturing, editing, and manipulating video. Active learning is encouraged through guided questions and by working in small groups to investigate the use of devices and software. Pupils are guided with</p>	<p>Flat file databases</p> <p><u>Knowledge:</u></p> <p>This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others</p>	<p>Programming</p> <p><u>Knowledge:</u></p> <p>Pupils will use physical computing to explore the concept of selection in programming through the use of the Crumble programming environment. They will be introduced to a microcontroller (Crumble controller) and learn how to connect and program components (including output devices- LEDs and motors) through the application of their existing programming knowledge. Pupils</p>	<p>Programming</p> <p><u>Knowledge:</u></p> <p>Pupils will develop their knowledge of selection by revisiting how conditions can be used in programs and then learning how the If... Then... Else structure can be used to select different outcomes depending on whether a condition is true or false. They represent this understanding in algorithms and then by constructing programs using the Scratch programming environment. They learn how to write programs that ask questions and use selection to control the outcomes based on the answer given. They use this knowledge to design a quiz in response to a given task and implement it as a program. To conclude the unit, pupils evaluate their program by identifying: how it meets the requirements of</p>	

		software are available.	step-by-step support to take their idea from conception to completion. At the conclusion of the unit, children have the opportunity to reflect on and assess their progress in creating a video.		are introduced to conditions as a means of controlling the flow of actions and explore how these can be used in algorithms and programs through the use of an input device (push switch). They make use of their knowledge of repetition and conditions when introduced to the concept of selection (through the if, then structure) and write algorithms and programs that utilise this concept. To conclude the unit, pupils design and make a working model of a fairground carousel that will incorporate their understanding of	the task; the ways they have improved it; further ways it could be improved.	
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					how the microcontroller and its components are connected and how selection can be used to control the operation of the model. Throughout this unit, pupils apply the stages of programming design.		
PE	<p>Hockey</p> <p><u><i>Knowledge:</i></u></p> <p>Carefully select and use a variety of techniques to pass Develop consistency in their skills of running, passing, stopping, changing direction through practise and repetition of the skills Choose, use and vary simple tactics for attacking and defending (e.g. positioning)</p>	<p>Dance</p> <p><u><i>Knowledge:</i></u></p> <p>Learn different dance styles, explaining the patterns and forms of the dance Actions are controlled and express emotions Show expression in their dances and sensitivity to music. Use appropriate dance</p>	<p>Gymnastics</p> <p><u><i>Knowledge:</i></u></p> <p>Perform a range of gymnastic floor routines with consistency, fluency and clarity of movement Show body tension and extension and good weight transference when performing Can demonstrate varied body management exercises from step 2-3</p>	<p>Badminton</p> <p><u><i>Knowledge:</i></u></p> <p>Develop the skills of forehand or backhand when playing racket games, showing control when hitting Show an understanding of the rules and how this can be developed to create new mini games.</p>	<p>Athletics</p> <p><u><i>Knowledge:</i></u></p> <p>Choose the best pace for running over a variety of distances Use a range of throws accurately to hit a target over a range of distances Combine running and jumping in athletic activities (long jump)</p>	<p>OAA/Rounders</p> <p><u><i>Knowledge:</i></u></p> <p>Use maps and compasses to orientate themselves Adjusts plans and actions depending on changing situations Able to work in a group to plan actions to solve a problem</p>	<p>PE taster days</p>

	Develop sportsmanship play and work well in a team.	terminology to describe a dance. Suggest ways to develop their technique and composition.					
RE	<p>Sikhism – How far would a Sikh go for his or her religion?</p> <p>Judaism</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Christianity- Is the Christmas story true?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect</p>	<p>Sikhism- Are Sikh stories important today?</p> <p><u>Knowledge:</u></p> <p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>Did God intend Jesus to be crucified and if so was Jesus aware of this?</p> <p>What is the best way for a Christian to show commitment to God?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important</p>	<p>What is the best way for a Sikh to show commitment to God?</p> <p><u>Knowledge:</u></p> <p>Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Islam (History link)</p> <p><u>Knowledge:</u></p> <p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>Visitor from an Islamic community or Sikh community</p> <p>Diwali celebrations</p>



	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>		<p>points in life, in order to reflect on their significance. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences</p>		
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					<p>within and between different religions and worldviews. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>		
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<p>RSHE (Both Year 4 and 5 objectives)</p> <p>PSHE</p>	<p>My Feelings – Y4 and 5</p> <p>Mind to be Kind/Character and Culture (PiXL) Wellbeing package</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Recognise and respond to a wide range of emotions in themselves and others, and ways to respond; Can anticipate how their emotions may change as they approach and move through puberty.</p>	<p>My beliefs Y4 and 5</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Recognise differences and similarities between people arise from a number of factors Inc. family and personal identity; Know the correct terms associated with gender identity and sexual orientation, and the unacceptability of homophobic and transphobic bullying.</p>	<p>My relationships Y4 and 5</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond; Can identify healthy relationships and recognise the skills to manage and maintain healthy relationships.</p>	<p>My rights and responsibilities Y4 and 5</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves; Have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.</p>	<p>My body Y4</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty;</p>	<p>My body Y5</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can anticipate how their body may change as they approach and move through puberty.</p>	
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**Nelson
Academy**

'Achieving Through Learning'

<u>Local history and geography</u>				East of England (Hertfordshire, counties etc) Study of Nelson (link to Downham Market)			Local visit