St Peter's of Eaton Square C of E Primary School

Y5 Curriculum Overview

IMPLEMENTATION – How We Will Deliver Our Curriculum

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

IMPACT – How We Will Evaluate Our Curriculum

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.
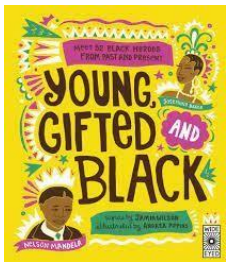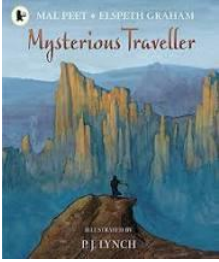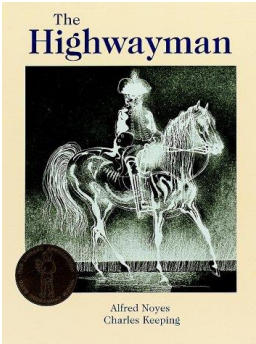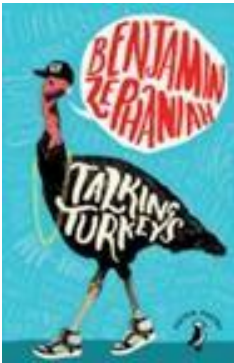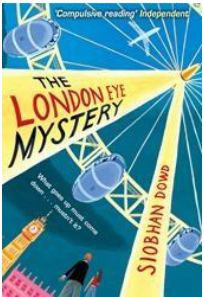
INTENT - Our Curriculum Intent

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavour to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

We pride ourselves on having a curriculum that gives a voice to all pupils which enables them to build important life skills, knowledge and cultural capital required for successful life opportunities.

YEAR 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Personal History, Emotional Management	Gender Identity, Empathy, Difference, Inclusivity	Global Issues	Awareness of Difference and Harmony	Primary Shakespeare Project Focus - *Macbeth*	Primary Shakespeare Project Focus - Macbeth
Core Texts						
Cross-Curricular	English Fiction: Diary Non Fiction: Biography	English Fiction: Settings Non Fiction: Discussion and Debate	English Fiction: (Poetry Text) The Highwayman – Character and Perspective Non Fiction: Newspaper Report	English Fiction: Warning Story Poetry: Benjamin Zephaniah	English Non Fiction: Persuasive Writing Fiction: Play Script - *Macbeth*	English Poetry: *Macbeth* Non-Fiction: Scientific Procedure Fiction: Suspense Narrative - The Red Eye
Cross-Curricular	Science - Animals, including humans	Science - Living things and their habitats	Science - Earth and Space	Science - Forces	Science - Materials – Changes of materials and properties	Science - Materials
Cross-Curricular	Computing – How can I be safe with technology and be a good digital citizen?	Computing – How can I use devices to create digital media?	Computing – How can I use my skills to create a project?	Computing – What can I build with code?	Computing – How can I create, store and use information?	Computing – How do I use an algorithm?
Cross-Curricular	P.E. -	P.E. -	P.E. -	P.E. -	P.E. -	P.E. -

	Games – ball games skills Swimming and Water Safety	Gymnastics - **Counter Balance and Counter Tension** Swimming and Water Safety	Dance & Fitness - **The Circus** Swimming and Water Safety	Net & Wall - Hockey and tennis Swimming and Water Safety	Striking & Fielding Cricket and rounders Swimming and Water Safety	Athletics Swimming and Water Safety
Cross-Curricular	R.E - What do the miracles tell us about Jesus?	R.E - What can we learn from wisdom? Christmas: How do art and music convey Christmas?	R.E - How did the first five Sikh Gurus shape Sikhism?	R.E - The contemporary Anglican Church Easter: What happens in Churches during Lent, Holy Week and Easter Sunday?	R.E - What does it mean to be a Sikh?	R.E - Understanding faith in Westminster.
Cross-Curricular	Geography - Compare city in Scandinavia with London.	History - Ancient Greece	Geography - Mountains	History - Medicine and Disease Through Time	Geography - Key human and physical geography of the UK and our local area.	History - WWI
Cross-Curricular	Art - Self-portraits	D.T. - Making a pop-up book	Art - Formal elements of art (architecture)	D.T. - Electronic greeting cards	Art - Every picture tells a story	D.T. - Food: what could be healthier?
Cross-Curricular	Music Violin	Music Violin	Music Violin	Music Violin	Music Violin	Music Violin
Cross-Curricular	Latin - Health and the body in ancient Rome Introducing modal and auxiliary verbs in Latin.	Latin - Health and the body in ancient Rome Introducing modal and auxiliary verbs in Latin.	Latin - Art and Music in ancient Rome Introducing 2nd declension masculine nouns and the imperfect tense.	Latin- Art and Music in ancient Rome Introducing 2nd declension masculine nouns and the imperfect tense.	Latin- Further work on Latin nouns Introducing prepositions and 2nd declension neuter nouns.	Latin- Further work on Latin nouns Introducing prepositions and 2nd declension neuter nouns.
Cross-Curricular	PSHE - Being Me in My World	PSHE - Celebrating Difference	PSHE - Dreams and Goals	PSHE - Healthy Me	PSHE - Relationships	PSHE - Changing Me
Experiences / Visits	*Church visits*	*Church visits*	*Science Museum – Earth and Space*	*Theatre trip (Primary Shakespeare Company)*	*Gurdwara*	*Theatre trip (Primary Shakespeare Company - Performance)*

			Sikh visitor			
National Curriculum / Knowledge	Science – Pupils should draw a timeline to indicate stages in the growth and development of humans. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. Describe the changes as humans develop to old age	Science – They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Describe the life process of reproduction in some plants and animals Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.	Science – Pupils should find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus. Describe the movement of the moon relative to the Earth Describe the sun, Earth and moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky Pupils should be introduced to a model of the sun and Earth that enables them to explain day and night. Pupils should learn that the sun is a star at the centre of our solar system and that it has 8	Science – Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces They might explore resistance in water by making and testing boats of different shapes. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Science – 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 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Demonstrate that dissolving, mixing and changes of state are reversible changes Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including	Science – 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 Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 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 Pupils should build a more systematic understanding of materials by exploring

			planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They should understand that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones). Pupils should find out about the way that ideas about the solar system have developed		metals, wood and plastic	and comparing the properties of a broad range of materials
National Curriculum / Knowledge	Computing - Recognise acceptable/unacceptable behaviour online Identify a range of ways to report concerns about content and contact Understand the expectations of behaviour online and sharing media and information Cyberbullying - intent and consequences Creating and protecting passwords	Computing – Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create.	Computing - Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Computing – Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems Solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs	Computing – Select , use and combine a variety of software to accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Computing – Computing Science Programming design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to

			Select, use and combine a variety of software (including internet services) to accomplish given goals including collecting, analysing, evaluating and presenting data and information			detect and correct errors in algorithms and programs
National Curriculum / Knowledge	PE - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should use running, jumping, throwing and catching in isolation and in combination. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be	PE - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should develop flexibility, strength, technique, control and balance. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of	PE - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should perform dances using a range of movement patterns. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25	PE - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should apply basic principles suitable for attacking and defending. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of	PE - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Swimming & Water Safety Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-	PE - Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should develop flexibility, strength, technique, control and balance. Pupils should take part in outdoor and adventurous activity challenges both individually and within a team. Swimming & Water Safety

	taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.	strokes effectively and perform safe self-rescue in different water-based situations.	metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.	strokes effectively and perform safe self-rescue in different water-based situations.	rescue in different water-based situations.	Pupils will be taught to swim competently, confidently, and proficiently over a distance of at least 25 metres. Pupils will be taught to use a range of strokes effectively and perform safe self-rescue in different water-based situations.
National Curriculum / Knowledge & Skills	R.E. – Key concepts/ideas: • Incarnation • What do the miracles reveal about who Jesus is? •The following miracles will be explored: The wedding at Cana, the feeding of the 5000, the woman who touched Jesus' garment, the healing of the paralysed man, the raising of Lazarus.	R.E. – Key concepts/ideas: •What does wisdom mean? •Why is having wisdom important? •What can wisdom offer you and from where does it come from? Key concepts/ideas: •Incarnation •What makes a piece of artwork sacred? •Exploration of images of Jesus from birth to the cross, •Representation of Christmas through art and Christmas carols.	R.E. – Key concepts/ideas: • Belief. • Belonging. • Commitment. • Practices. • What are the basic beliefs and practices of the Sikh faith? • What does it mean to belong? •What does it mean to make commitment?	R.E. – Key concepts/ideas: • Salvation • Repentance Holy week services and rituals will be the main focus of this unit: Ash Wednesday, Palm Sunday, Good Friday, Holy Saturday and Easter Day.	R.E. – Key concepts/ideas: • Belief. • What is the role of the Gurdwara in the Sikh community? • What are the key teaching of the Sikh faith? • What does it mean to belong to a community? • How is the Guru Granth Sahib important in a Sikh's life? • What it means to be a Sikh and its link to Islam.	R.E. – Key concepts/ideas: •What can we discover about the faiths and beliefs in our class and school? •What can we discover about the faiths and beliefs in the local community and your borough? •How have faith and belief communities in your borough changed over the past 50 years? •What are the reasons for changes in these communities in your borough? •How do faith groups work in partnership with each other and the local community? • How has life in your borough been enriched by the diversity of the faiths and beliefs that make up the borough?

National Curriculum / Knowledge	Geography - Locational Knowledge	History	Geography - Locational Knowledge	History	Geography - Locational Knowledge	History
	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Ancient Greece – a study of Greek life and achievements and their influence on the western world	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day	A study of an aspect or theme in British history that extends pupils' knowledge beyond 1066. The achievements of the earliest civilizations. A study of Greek life and achievements and their influence on the western world	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

	Place Knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and Physical Geography** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical Skills and Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe		and night). **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and Physical Geography** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical Skills and**		and night). **Place Knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. **Human and Physical Geography** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical Skills and Fieldwork** Use maps, atlases,	

	features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		**Fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
National Curriculum / Knowledge	**Art -** To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	**DT -** **Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated	**Art -** To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,	**DT -** **Design** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate their ideas through discussion, annotated	**DT -** To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,	**DT -** Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality and know where and how a variety of

[for example, pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.	sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge	pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.	sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. **Make** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. **Evaluate** Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge	pencil, charcoal, paint, clay]. To learn about great artists, architects and designers in history.	ingredients are grown, reared, caught, and processed.

		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].		Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].		
National Curriculum / Knowledge	Music – Play melodies on melodic instruments following **staff notation** written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how **triads** are formed, and play them on melodic instruments. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and **arrangements** combining acoustic instruments to form mixed ensembles, including a school orchestra.	Music – Play melodies on melodic instruments following **staff notation** written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how **triads** are formed, and play them on melodic instruments. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and **arrangements** combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of **playing by ear** on tuned	Music – Play melodies on melodic instruments following **staff notation** written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how **triads** are formed, and play them on melodic instruments. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and **arrangements** combining acoustic instruments to form mixed ensembles, including a school orchestra.	Music – Play melodies on melodic instruments following **staff notation** written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how **triads** are formed, and play them on melodic instruments. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and **arrangements** combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of **playing by ear** on tuned	Music – Play melodies on melodic instruments following **staff notation** written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how **triads** are formed, and play them on melodic instruments. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and **arrangements** combining acoustic instruments to form mixed ensembles, including a school orchestra.	Music – Play melodies on melodic instruments following **staff notation** written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how **triads** are formed, and play them on melodic instruments. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and **arrangements** combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of **playing by ear** on tuned

	Develop the skill of **playing by ear** on tuned instruments, copying longer phrases and familiar melodies.	instruments, copying longer phrases and familiar melodies.	Develop the skill of **playing by ear** on tuned instruments, copying longer phrases and familiar melodies.	instruments, copying longer phrases and familiar melodies.	Develop the skill of **playing by ear** on tuned instruments, copying longer phrases and familiar melodies.	instruments, copying longer phrases and familiar melodies.
National Curriculum / Knowledge	PSHE - Know how to face new challenges positively. Understand how to set personal goals.

Understand the rights and responsibilities associated with being a citizen in the wider community and their country.

Know how an individual's behaviour can affect a group and the consequences of this.

Understand how democracy and having a voice benefits the school community.

Understand how to contribute towards the democratic process. | PSHE - Know what culture means.

Know that differences in culture can sometimes be a source of conflict.

Know what racism is and why it is unacceptable.

Know that rumour spreading is a form of bullying on and offline.

Know external forms of support in regard to bullying e.g. Childline.

Know that bullying can be direct and indirect.

Know how their life is different from the lives of children in the developing world. | PSHE - Know that they will need money to help the to achieve some of their dreams.

Know about a range of jobs that are carried out by people I know.

Know that different jobs pay more money than others.

Know the types of job they might like to do when they are older.

Know that young people from different cultures may have different dreams and goals.

Know that communicating with someone from a different culture means that they can learn from them and vice versa.

Know ways that they can support young people in their own culture and abroad. | PSHE - Know the health risks of smoking.

Know how smoking tobacco affects the lungs, liver and heart.

Know some of the risks linked to misusing alcohol, including antisocial behaviour.

Know basic emergency procedures including the recovery position.

Know how to get help in emergency situations.

Know that the media, social media and celebrity culture promotes certain body types.

Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure.

Know what makes a healthy lifestyle. | PSHE - Know that a personality is made up of many different characteristics, qualities and attributes.

Know that belonging to an online community can have positive and negative consequences.

Know that there are rights and responsibilities in an online community or social network.

Know that there are rights and responsibilities when playing a game online.

Know that too much screen time isn't healthy.

Know how to stay safe when using technology to communicate with friends. | PSHE - Know what perception means and that perceptions can be right or wrong.

Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.

Know that sexual intercourse can lead to conception.

Know that some people need help to conceive and might use IVF.

Know that becoming a teenager involves various changes. |

National Curriculum / Knowledge	Latin - To learn about the history of medicine in the ancient world. To compare Roman understandings of illness and medical treatment with modern ideas, focusing on the four humours. To understand the etymology and function of organs and systems in the human body. To study mythology connected to healing in the ancient world. To identify active and passive voice in English and usage in Latin, including the ablative of the agent. To introduce a series of spoken Latin conversations featuring health and exercise.	Latin - To learn about the history of medicine in the ancient world. To compare Roman understandings of illness and medical treatment with modern ideas, focusing on the four humours. To understand the etymology and function of organs and systems in the human body. To study mythology connected to healing in the ancient world. To identify active and passive voice in English and usage in Latin, including the ablative of the agent. To introduce a series of spoken Latin conversations featuring health	Latin - To learn about themes and techniques in Roman art. To learn about Roman music. To introduce 2nd Declension Latin nouns. To introduce the imperfect tense, revise the present tense and verb tense in English. To identify gender of English and Latin nouns.	Latin - To learn about themes and techniques in Roman art. To learn about Roman music. To introduce 2nd Declension Latin nouns. To introduce the imperfect tense, revise the present tense and verb tense in English. To identify gender of English and Latin nouns.	Latin - To translate sentences with Latin prepositional phrases. To study Latin prepositions and Latin prepositions with English vocabulary and translate sentences with Latin prepositional phrases. To consolidate knowledge of 1st and 2nd declension nouns. To understand and compose longer Latin clauses and sentences in the context of a continuous narrative. To recognise the etymological links between Latin nouns and English scientific, mathematical and technical vocabulary. To introduce Latin neuter nouns and revise how grammatical gender works. To introduce a series of spoken Latin conversations featuring school.	Latin - To translate sentences with Latin prepositional phrases. To study Latin prepositions and Latin prepositions with English vocabulary and translate sentences with Latin prepositional phrases. To consolidate knowledge of 1st and 2nd declension nouns. To understand and compose longer Latin clauses and sentences in the context of a continuous narrative. To recognise the etymological links between Latin nouns and English scientific, mathematical and technical vocabulary. To introduce Latin neuter nouns and revise how grammatical gender works. To introduce a series of spoken Latin conversations featuring school.
Skills	Science - Key concepts/ideas: Know about life cycles Possible scientific	Science - Key concepts/ideas: Know about the life and work of Sir David	Science - Key concepts/ideas: Describe Nocolaus Copernicus' ideas	Science - Key concepts/ideas: Describe the life and work of Sir Isaac Newton	Science - Key concepts/ideas: Understand that some changes to materials	Science - Key concepts/ideas: Describe the properties of different materials

enquiry: Present information in a series of drawings Know about the human reproductive system Possible scientific enquiry: Report on findings from enquiries, including oral and written explanations, displays of results Exploring gestation periods Possible scientific enquiry: Report and present findings from enquiries, including conclusions, in oral and written forms Describe the changes which happen in childhood Possible scientific enquiry: Report and present findings from enquiries, including conclusions, in oral and written forms Understand changes which happen in adolescence Possible scientific enquiry: Report and present findings from enquiries, including conclusions, in oral and written forms Describe the changes as humans develop to old age Possible scientific enquiry: Report and	Attenborough Possible scientific enquiry: Report and present findings from enquiries, in oral and written forms Know about the life and work of Dame Jane Goodall Possible scientific enquiry: Report and present findings from enquiries, in oral and written forms Learn about sexual reproduction Possible scientific enquiry: Write a report and present your findings Describe the life cycles of a mammal, bird and reptile Possible scientific enquiry: Report and present findings from enquiries, in oral and written forms Describe the life cycle of an insect and amphibian Possible scientific enquiry: Comparing the life cycle of a butterfly with two other egg-laying animals. Learn about asexual reproduction Possible scientific enquiry: Plan different types of scientific enquiries to answer questions, including	about planetary motion Possible scientific enquiry: Use existing knowledge to create a model of the solar system. Describe the movement of Earth in space Possible scientific enquiry: Record data using scientific diagrams and labels Learn about gravitational force Possible scientific enquiry: Using test results to make predictions to set up further comparative and fair tests Describe the characteristics of the planets in our solar system Possible scientific enquiry: Apply knowledge and understanding Describe the Big Bang theory Possible scientific enquiry: Reporting and presenting findings from enquiries, including conclusions, casual relationships of and degree of trust in results, in oral and written forms, such as displays and other presentations	Possible scientific enquiry: Report and present findings using other presentations Understand water resistance and friction Possible scientific enquiry: Use test results to make predictions to set up further comparative and fair tests Explore gravity and air resistance Possible scientific enquiry: Use test results to make predictions to set up further comparative and fair tests Predict if an object will float or sink Possible scientific enquiry: Take measurements, use a range of scientific equipment, take repeat accurate readings Investigate mechanisms – gears Possible scientific enquiry: Report and present findings using other presentations Investigate mechanisms – levers and pulleys Possible scientific enquiry: Record data using scientific diagrams and labels	are not reversible Possible scientific enquiry: Report and present findings from enquiries, share your conclusions Know the difference between physical and chemical change Possible scientific enquiry: Use existing knowledge to identify physical and chemical processes Be able to explain the words dissolve and solution Possible scientific enquiry: Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings Understand the actions of filtering, sieving and evaporating Possible scientific enquiry: Describing laboratory processes Understand that a chemical change alters a molecule permanently Possible scientific enquiry: Identifying chemical changes Know the difference between elements, compounds and	Possible scientific enquiry: Testing properties of materials Compare the properties and uses of different materials Possible scientific enquiry: Use test results to make predictions to set up further comparative and fair tests Make the perfect sandcastle Possible scientific enquiry: Plan a scientific enquiry to answer today's challenge, recognise the controlling variables Explore extracting useful substances from natural resources Possible scientific enquiry: Use test results to make predictions to set up further comparative and fair tests Explore materials which can be derived from crude oil; explain the importance of carbon compounds in our lives Possible scientific enquiry: Report and present findings from enquiries, by creating a display Explore the thermal conductivity of materials to improve energy

	present findings from enquiries, including conclusions, in oral and written forms	controlling variables where necessary	Explore what causes the different phases of the moon Possible scientific enquiry: To explain a natural process		mixtures Possible scientific enquiry: Identify scientific evidence that has been used to support or refute ideas or arguments	efficiency in buildings or other systems Possible scientific enquiry: Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings
Skills	Computing - **Online Safety** What information is OK to share online? How can I find balance and be healthy with media? **Digital Citizenship** What is my digital footprint? How can I promote positivity while playing online games? What can I do when I witness cyberbullying? **Foundational Skills** Keyboard skills: Typing skills - using home row	Computing - **Using Google for Education** Joining a classroom Turning in an assignment Creating: WordDoc, Slide, Drawing, Sheets, Creating Folders Choosing templates for a given project	Computing - **Cross-Curricular Projects** How can I select the right search engine for a purpose? Refining Search Tools What other Online Resources can I use for research?	Computing - **Working with Code** How can I use my coding skills? Looping with Code Project Creation Project Design Shapes, Music and Art with Code	Computing - **Selecting, Comparing and Using Databases** How do I select the appropriate chart? How can I use a computer to create graphs?	Computing - **Programming** What is physical computing? How do I create a quiz?
Skills	PE - Develop a broader range of techniques and skills for striking and fielding. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to	PE - Perform actions, shapes and balances consistently and fluently in specific activities. Choose and apply basic compositional ideas to the sequences they create, and adapt them to new	PE - Explore and improvise ideas for dances in different styles, working on their own, with a partner and in a group. Compose dances by using adapting and developing steps, formations and	PE - Develop a broader range of techniques and skills for striking and fielding. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and	PE - Develop a broader range of techniques and skills for striking and fielding. Develop consistency in their skills. Know and apply the basic strategic and tactical principles of attack, and to adapt them to	PE - Develop the consistency of their actions in a number of events Increase the number of techniques they use. Choose appropriate techniques for specific events. Understand the basic principles of warming

	different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.	situations. Know and understand the basic principles of warming up and why it is important for good quality performance. Understand why physical activity is good for their health. Choose and use information and basic criteria to evaluate their own and others' work.	patterning from different dance styles. Perform dances expressively, using a range of performance skills. Organise their own warm-up and cool-down activities to suit the dance. Show an understanding of why it is important to warm up and cool down. Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context.	to adapt them to different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.	different situations. Choose and apply skills more consistently in all activities. Know and understand the basic principles of warming up, and understand why it is important for a good quality performance.	up Understand why exercise is good for fitness, health and wellbeing. Evaluate their own and others work and suggest ways to improve it.
Skills	RE – Explain how Biblical texts are used to answer important questions about who Jesus is. Present the views of others on their thinking and understanding around a given question.	RE – Ask important questions about life and compare their ideas with those of other people. Ask questions about the meaning (and purpose) of life and suggest a range of answers which might be given by them as well as members of different religious groups or individuals. Show their own understanding of the similarities and differences of how artists and musicians express their beliefs related to the Nativity narrative.	RE – Suggest reasons for similar and different beliefs which people hold and explain how religious sources are used to provide answers to important questions – eg – what equality means. Explain with reasons the significance the teachings of the Sikh faith has on the individual and communities. Ask questions about the meaning and purpose of life and suggest answers which	RE – Explore different ways of drawing close to God, or developing spiritually themselves. Explore the diversity within the Worldwide Anglican Church. Make links with their own cultural background, identifying similarities and differences with their own faith and life. Explore similarities and differences in the way rituals are carried out. Consider what belonging might mean when living	RE – Be able to identify how and why people belong to different groups and what this means to them and others. Evaluate the importance of Sikh teachings and link these to other beliefs. Link the practices that take place in a Gurdwara with Sikh beliefs and their own. Suggest teachings and beliefs that sustain,	RE – Consider how communities like that of Westminster are diverse. Consider any changes in the ways that faith communities show and share their beliefs and faiths in the wider community. Be able to present to the class information about one place of worship. Clarify similarities and differences between faith and belief communities they

				relate to the search for truth in our lives.	in a diverse community of people. Eg - How might participating in the religious ritual be more important when the community is very diverse?	inspire and influence Sikhs and think about those which sustain, inspire and influence them. Give their own and others' understanding about Sikhs, about who they are, why they belong to their faith and how they show they belong to this faith.	have studied in the unit. Develop a view on how life in Westminster has been enriched by the diversity of faiths and beliefs in Westminster.
Skills	RE – *See National Curriculum Knowledge & Skills above*	RE – *See National Curriculum Knowledge & Skills above*	RE – *See National Curriculum Knowledge & Skills above*	RE – *See National Curriculum Knowledge & Skills above*	RE – *See National Curriculum Knowledge & Skills above*	RE – *See National Curriculum Knowledge & Skills above*
Skills	Geography - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North	History - Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods. Knowledge and Understanding	Geography - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a	History - Chronology Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods. Knowledge and Understanding Identify key features / events of a period. Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past	Geography - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,	History - Chronology Understand BC and AD. Use common words and phrases relating to the passing of time (e.g. 'recently', 'before', 'after', 'now' and 'later'). Use words and phrases to describe periods of time: "millenia", "century" and "decade". Establish narratives within and across periods studied. Understand the concept of change over time. Identify changes within and across historical periods. Knowledge and Understanding

Note: The cell beginning "Use other people's interpretation of the meaning of the Nativity narrative to inform my own work." appears in the second data column of the top row.

or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Identify key features / events of a period. Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political. **Interpretation** Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and	European country, and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political. **Interpretation** Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and people. Examine different types of evidence and draw conclusions. Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Discern how and why contrasting arguments and interpretations of the past have been	and a region within North or South America. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Identify key features / events of a period. Identify key changes over a period of time and give reasons for these. Explain how the lives of people in the time studied compares with our life today. Explain how people / events from the past have influenced life today. Use appropriate historical vocabulary e.g. culture, social, economic and political. **Interpretation** Understand that the past has been represented in different ways. Give reasons for different ways in which the past is presented. Begin to evaluate the usefulness of different sources. Consider the ways of checking the accuracy of interpretations: fact, fiction and opinion. Identify primary /secondary sources and how this affects reliability. Begin to use evidence to formulate own interpretation/opinion of historical events and

		people. Examine different types of evidence and draw conclusions. Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Discern how and why contrasting arguments and interpretations of the past have been constructed. Identify and explain change and continuity within and across periods. **Enquiry** Ask questions such as "how did people…?", "what did people do for…?" etc. Use evidence to build up a picture of a past events. Select and organise relevant historical information. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Begin to evaluate the reliability of different sources of evidence.		constructed. Identify and explain change and continuity within and across periods. **Enquiry** Ask questions such as "how did people…?", "what did people do for…?" etc. Use evidence to build up a picture of a past events. Select and organise relevant historical information. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Begin to evaluate the reliability of different sources of evidence. **Organisation and Communication** Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations		people. Examine different types of evidence and draw conclusions. Analyse the experiences of others and apply the lessons learnt to one's own life/today's world. Discern how and why contrasting arguments and interpretations of the past have been constructed. Identify and explain change and continuity within and across periods. **Enquiry** Ask questions such as "how did people…?", "what did people do for…?" etc. Use evidence to build up a picture of a past events. Select and organise relevant historical information. Use a variety of documents (e.g. printed sources, the internet, databases, photographs, music, artefacts, historic buildings) to collect information about the past. Begin to evaluate the reliability of different sources of evidence.

		Organisation and Communication			Organisation and Communication
		Organisation and Communication Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative		etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative		Organisation and Communication Discuss different ways of presenting information for different purposes. Communicate knowledge and understanding in a variety of ways (e.g. discussions, pictures, writing, annotations etc. Contribute keenly and confidently in class discussions. Present written work in an organised and clearly structured manner. Summarise the most important points in a short and clear form, using own words. Use dates and historical terms accurately. Work independently and in groups, showing initiative
Skills	Art - Use sketchbooks to create a collection of observational drawings and to regularly develop and revisit ideas. Develop drawing of landscapes, patterns, faces and objects, with increasing accuracy, using sketchbooks.	DT - Produce appropriate lists of tools and techniques according to their functional properties. Measure and mark out accurately. Use skills in using different tools and equipment safely and	Art - Compare ideas, methods and approaches, explaining likes, dislikes. Annotate and evaluate work in sketch books. Make links with own work and that of focus artist.	DT - Produce appropriate lists of tools and techniques according to their functional properties. Measure and mark out accurately. Use skills in using different tools and equipment safely and	Art - Annotate and evaluate work in sketch books. Make links with own work and that of focus artist. Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes,	DT - Know appropriate portion sizes and the importance of not skipping meals, including breakfast. Understand some of the basic processes to get food from farm to plate. Taste a range of ingredients and food items to develop a food

	Apply skills learnt to draw and sketch in a sustained and independent way from observation, experience and imagination. Start to develop their own style using tonal contrast and mixed media.	accurately. Cut and join with accuracy to ensure a good-quality finish to the product.	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	accurately. Cut and join with accuracy to ensure a good-quality finish to the product. Present in depth development of ideas in sketchbooks. Build knowledge of techniques by experimenting and predicting what might happen. Children continue to practise and share their learning and skills with others, receiving and offering feedback to improve.	thickened paint creating textural effects. Use a range of paint (acrylic, oils, water colours) to create visually interesting pieces with an individual style. Use key vocabulary to demonstrate knowledge and understanding in this strand: blend, mix, line, tone, shape, abstract, absorb, colour, impressionism, impressionists.	vocabulary when designing.
Skills	**Music –** Singing the whole scale in solfège to help reading and tuning and pitch matching in D Improvise Rhythmic patterns in the key of D. Tuning- Recognising if the fingers are on the spots on the D and A string. Watching a conductor or leader. Leading the class.	**Music –** Singing the whole scale in solfège to help reading and tuning and pitch matching in D Improvise Rhythmic patterns in the key of D. Tuning- Recognising if the fingers are on the spots on the D and A string. Reading notes on the stave on A, E and D string.	**Music –** Singing the whole scale in solfège to help reading and tuning and pitch matching in D Improvise Rhythmic patterns in the key of D. Make decisions about the dynamics and articulation of a piece. Tuning- Recognising if the fingers are on the spots on the D and A string.	**Music –** Singing the whole scale in solfège to help reading and tuning and pitch matching in D Improvise Rhythmic patterns in the key of D. Make decisions about the dynamics and articulation of a piece. Feeling and responding to different styles of music. Tuning- Recognising if the fingers are on the	**Music –** Singing the whole scale in solfège to help reading and tuning and pitch matching in D. Improvise Rhythmic patterns in the key of D. Make decisions about the dynamics and articulation of a piece. Feeling and responding to different styles of music.	**Music –** Singing the whole scale in solfège to help reading and tuning and pitch matching in D Improvise Rhythmic patterns in the key of D. Make decisions about the dynamics and articulation of a piece. Feeling and responding to different styles of music.

		Watching a conductor or leader. Leading the class.	Reading notes on the stave on A, E and D string. Working together and responding to changes of pulse away from a backing track How to practice specific to the pieces and technical challenges. Watching a conductor or leader. Leading the class.	spots on the D and A string. Reading notes on the stave on A, E and D string. Working together and responding to changes of pulse away from a backing track Responding to the group sound and blending the sound together. How to practice specific to the pieces and technical challenges. Watching a conductor or leader. Leading the class.	Bow and Fingers working together at increased speed. Making a good sound playing using a range of different articulation. Tuning- Recognising if the fingers are on the spots on the D and A string. Reading notes on the stave on A, E and D string. Reading rhythms with ties and some simple syncopation in 4/4/ and 3/4. Working together and responding to changes of pulse away from a backing track Responding to the group sound and blending the sound together. Working to resolve technical difficulties together through careful listening and group work. How to practice specific to the pieces and technical challenges. Watching a conductor or leader. Leading the class.	Bow and Fingers working together at increased speed. Making a good sound playing using a range of different articulation. Tuning- Recognising if the fingers are on the spots on the D and A string. Reading notes on the stave on A, E and D string. Managing performances nerves and playing to peers. Working together and responding to changes of pulse away from a backing track. Responding to the group sound and blending the sound together. Working to resolve technical difficulties together through careful listening and group work. How to practice specific to the pieces and technical challenges. Watching a conductor or leader. Leading the class.
Skills	Latin - To debate the relative merits of Galen, Hippocrates and other medical practitioners.	Latin - To debate the relative merits of Galen, Hippocrates and other medical practitioners.	Latin - Creative response to Classical myth. Topic-based work.	Latin - Creative response to Classical myth. Topic-based work.	Latin - Progression through a series of language-based games, online games and dramatisations.	Latin - Progression through a series of language-based games, online games and dramatisations.

	To create a timeline of medical discoveries in the ancient world. Progression through a series of language-based games and drawing tasks. Creation of a project based on study of an Asclepion temple. Progression through a series of language-based games and diagrammatical anatomy tasks. Creation of a project in response to mythology studied. Progression through a series of language-based games and online tasks. Progression through a series of language-based games and drawing tasks. Participation in and dramatisation of a series of Latin conversations.	To create a timeline of medical discoveries in the ancient world. Progression through a series of language-based games and drawing tasks. Creation of a project based on study of an Asclepion temple. Progression through a series of language-based games and diagrammatical anatomy tasks. Creation of a project in response to mythology studied. Progression through a series of language-based games and online tasks. Progression through a series of language-based games and drawing tasks. Participation in and dramatisation of a series of Latin conversations.	Participation in language games. Simple linguistic exercises. Roman music listening sessions and study of Roman music. Creation of an enhanced Latin visual noun dictionary. Progression through a series of language-based games, online games and dramatisations. Progression through a series of language-based games, online games and dramatisations. Progression through a series of language-based games, online games and dramatisations.	Participation in language games. Simple linguistic exercises. Roman music listening sessions and study of Roman music. Creation of an enhanced Latin visual noun dictionary. Progression through a series of language-based games, online games and dramatisations. Progression through a series of language-based games, online games and dramatisations. Progression through a series of language-based games, online games and dramatisations.	Comparative study of English and Latin language. Progression through a series of language-based games, online games and dramatisations and creation of an enhanced Latin visual noun dictionary. Progression through a series of language-based games and creation of comic strips. Progression through a series of language-based games, online games and dramatisations. Progression through a series of language-based games, online games and dramatisations. Participation in and dramatisation of a series of Latin conversations.	Comparative study of English and Latin language. Progression through a series of language-based games, online games and dramatisations and creation of an enhanced Latin visual noun dictionary. Progression through a series of language-based games and creation of comic strips. Progression through a series of language-based games, online games and dramatisations. Progression through a series of language-based games, online games and dramatisations. Participation in and dramatisation of a series of Latin conversations.
Skills	PSHE -	PSHE - Identify their own culture and different cultures	PSHE - Verbalise what they would like their life to	PSHE - Can make informed decisions about whether	PSHE - Can suggest strategies for building self-esteem	PSHE - Can celebrate what they like about their own and

Be able to identify what they value most about school. Identify hopes for the school year. Empathy for people whose lives are different from their own. Consider their own actions and the effect they have on themselves and others. Be able to work as part of a group, listening and contributing effectively. Understand why the school community benefits from a Learning Charter. Be able to help friends make positive choices. Know how to regulate my emotions.	within their class community. Identify their own attitudes about people from different faith and cultural backgrounds. Identify a range of strategies for managing their own feelings in bullying situations. Identify some strategies to encourage children who use bullying behaviours to make other choices. Be able to support children who are being bullied. Appreciate the value of happiness regardless of material wealth. Develop respect for cultures different from their own. Demonstrate understanding of key citizenship concepts, for example rights and responsibilities, democracy, government, fairness, justice, rules,	be like when they are grown up. Appreciate the contributions made by people in different jobs. Appreciate the opportunities learning and education can give them. Reflect on the differences between their own learning goals and those of someone from a different culture. Appreciate the differences between themselves and someone from a different culture. Understand why they are motivated to make a positive contribution to supporting others.	or not they choose to smoke when they are older. Can make informed decisions about whether they choose to drink alcohol when they are older. Recognise strategies for resisting pressure. Can identify ways to keep themselves calm in an emergency. Can reflect on their own body image and know how important it is that this is positive. Accept and respect themselves for who they are. Respect and value their own bodies. Be motivated to keep themselves healthy and happy.	of themselves and others. Can identify when an online community / social media group feels risky, uncomfortable, or unsafe. Can suggest strategies for staying safe online/ social media. Can say how to report unsafe online / social network activity. Can identify when an online game is safe or unsafe. Can suggest ways to monitor and reduce screen time. Can suggest strategies for managing unhelpful pressures online or in social networks.	others' self- image and body-image. Can suggest ways to boost self-esteem of self and others. Recognise that puberty is a natural process that happens to everybody and that it will be OK for them. Can ask questions about puberty to seek clarification. Can express how they feel about having a romantic relationship when they are an adult. Can express how they feel about having children when they are an adult. Can express how they feel about becoming a teenager. Can say who they can talk to if concerned about puberty or becoming a teenager/adult.

		laws, diversity, identities and communities, power and authority, sustainable development and so on, and values, for example honesty, tolerance.				