

Elders Curriculum Coverage for St Paul's Curriculum 2021-2022

Key – Big Question, Christian and British Values in Action, Enrichment and Entitlement Main focus Key skills

Term	English	Maths	Science	History & Geography Main focus	RE & PSHE	PE	Art, DT & Music
<p>Autumn Term 1</p> <p><i>How did the Anglo Saxons change the way we live?</i></p> <p> Christian Value Generosity</p> <p> British Value Rule of Law</p> <p><u>Rights Respecting School</u></p> <p>International Day of Democracy 21st September 21 Articles – 2, 12, 28 and 29</p> <p>Black History Month October 2021 Articles 2, 8 and 30</p> <p>World Mental Health Day 10th October 21 Article 24</p>	<p>(4 weeks) Legends – Beowulf</p> <p>(2 weeks) Non-Chronological Reports- Anglo- Saxons Focus How to be an Anglo-Saxon</p> <p>(1 weeks) Kennings</p> <p>Guided Reading text- Beowulf</p>	<p>Maths Place Value Place Value fractions and decimals Addition and subtraction (written) Inverse Time 2 D shape</p> <p>Computing- E-safety 1 week</p> <p>Unit 4.1 Coding 6 weeks Programs- 2Code</p>	<p>Science Unit: Sound Y4</p> <p>Knowledge & Conceptual understanding</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. <p>Working Scientifically</p> <ul style="list-style-type: none"> Finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate /test which provides the best insulation against sound. They could make [create/invent/design] and play their own instruments by using what they have found out about pitch and volume. 	<p>History Significant figures Alfred the Great and Æthelflæd Britain's settlement by Anglo-Saxons and Scots.</p> <p>Would the Anglo Saxons have invaded if Romans had not left? What led to the Saxons and Anglos invading Britain? In what ways did they live that were similar and different to our lives now? What inventions did they create which have had a lasting impact on our lives? What lasting impact did the Anglo Saxons achieve? Significant figures: Who was Alfred the Great and what did he achieve?</p> <p>Who was Æthelflæd and what obstacles did she face?</p> <p>Research what it was like for children in a given period of history and present findings. Plot events on a timeline using centuries. Explain how the lives of wealthy people were different from the lives of poorer people. Explain how historic items and artefacts can be used to help build up a picture of life in the past. Explain how an event from the past has shaped our life today.</p> <p> British Values Rule of law- Did they have their own Laws? How did they decide on what Laws to abide by?</p>	<p>RE Islam- (All Y4 to visit Mosque and Synagogue) Why do Muslims fast during Ramadan?</p> <p>Who or what am I committed to? Is committed a duty or a choice? Am I willing to make sacrifices for the common good? What does it mean to be committed? How do people express their commitments?</p> <p>PSHE Right of the Child- Rights respecting school: What rights do children have?</p> <p>Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Devise Class Charter. Introduce RRS.</p>	<p>PE Indoor: Invasion games through basketball – Core task 1 (Y4)</p> <p>Outdoor: Target games- Boccia</p>	<p>Art How can we represent our local buildings in art?</p> <p>Local area, local buildings and architecture Drawing focus Y4 Drawing from observation Experiment with ways in which surface detail can be added to drawings. Use journals to collect and record visual information from different sources. Draw for a sustained period of time at an appropriate level., Lines and Marks Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks., Form and Shape Experiment with different grades of pencil and other implements to draw different forms and shapes. Begin to show an awareness of objects having a third dimension., Tone Experiment with different grades of</p>

				<p>Geography- Local area.</p> <p>Map the seven kingdoms of Britain in Anglo Saxon times. Show which kingdom Rossendale/Rawtenstall would have been in. Map the journey of the invasions after the Romans left.</p> <p>Use a wider range of maps (including digital), atlases and globes to locate countries and features studied.</p> <p>Use maps and diagrams from a range of publications e.g. holiday brochures, leaflets, town plans.</p> <p>Use maps at more than one scale.</p> <p>Recognise that larger scale maps cover less area.</p> <p>Make and use simple route maps.</p> <p>Recognise patterns on maps and begin to explain what they show.</p> <p>Use the index and contents page of atlases.</p> <p>Label maps with titles to show their purpose</p> <p>Use 4 figure coordinates to locate features on maps.</p> <p>Create maps of small areas with features in the correct place.</p> <p>Use plan views.</p> <p>Recognise some standard OS symbols.</p> <p>Link features on maps to photos and aerial views.</p> <p>Make a simple scaled drawing e.g. of the classroom.</p> <p>Use a scale bar to calculate some distances</p> <p>Relate measurement on large scale maps to measurements outside.</p> <p>Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Use the zoom facility on digital maps to locate places at different scales.</p> <p>Add a range of text and annotations to digital maps to explain features and places.</p> <p>View a range of satellite images</p> <p>Add photos to digital maps.</p> <p>Draw and follow routes on digital maps.</p> <p>Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</p> <p>Relate different maps to each other and to aerial photos.</p> <p>Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps.</p> <p>Choose the most appropriate map/globe for a specific purpose.</p> <p>Follow routes on maps describing what can be seen.</p> <p>Interpret and use thematic maps.</p> <p>Understand that purpose, scale, symbols and style are related.</p> <p>Recognise different map projections.</p>			<p>pencil and other implements to achieve variations in tone.</p> <p>Apply tone in a drawing in a simple way. , Texture</p> <p>Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing.</p> <p><u>Y5 Drawing</u></p> <p>Work from a variety of sources including observation, photographs and digital images. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using a variety of view finders. Use a journal to collect and develop ideas. Identify artists who have worked in a similar way to their own work., Lines, Marks, Tone, Form and Texture Use dry media to make different marks, lines, patterns and shapes within a drawing. Experiment with wet media to make different marks, lines, patterns, textures and shapes. Explore colour mixing and blending techniques with coloured pencils. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media., Perspective and Composition Begin to use simple perspective in their work using a single focal point and horizon. Begin to</p>
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				<p>Identify, describe and interpret relief features on OS maps. Use six figure coordinates. Use latitude/longitude in a globe or atlas. Create sketch maps using symbols and a key. Use a wider range of OS symbols including 1:50K symbols. Know that different scale OS maps use some different symbols. Use the scale bar on maps. Read and compare map scales.</p>			<p>develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. Show an awareness of how paintings are created i.e. Composition.</p> <p>DT Design, make and evaluate a money pouch (product) for an Anglo Saxon to carry money. Textiles <u>Planning Link: 2D to 3D shapes</u></p> <p>Designing Year 4</p> <ul style="list-style-type: none"> • Consider aesthetic qualities of materials chosen. • Use annotated sketches and prototypes to develop, model and communicate ideas. <p>Year 5</p> <ul style="list-style-type: none"> • Record ideas using annotated diagrams. • Use models, kits and drawings to help formulate design ideas. • Sketch and model alternative ideas. • Decide which design idea to develop. <p>Making Year 4</p> <ul style="list-style-type: none"> • Select from techniques for different parts of the process. <p>Year 5</p> <ul style="list-style-type: none"> • Develop one idea in depth. • Select from and use a wide range of tools. • Cut accurately and safely to a marked line.
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• Select from and use a wide range of materials.

Evaluating
Year 4

• Consider and explain how the finished product could be improved.

Year 5

• Research and evaluate existing products.

• Consider user and purpose.

• Consider and explain how the finished product could be improved related to design criteria.

• Investigate key events and individuals in design and technology.

Technical knowledge and understanding

Year 4

• Know how to strengthen, stiffen and reinforce existing fabrics.

• Understand how to securely join two pieces of fabric together.

• Understand the need for patterns and seam allowances.

• Know and use technical vocabulary relevant to the project.

Music
Mamma Mia

<p>Autumn Term 2</p> <p><i>How did the Anglo Saxons change the way we live? Continued</i></p> <p> Christian Value Courage</p> <p> British Value Individual Liberty</p> <p><u>Rights Respecting Schools</u></p> <p>International Children's Day 20th November 21 Articles 1 and 4</p> <p>Anti – Bullying Week Monday 15th – Friday 19th November Articles 2, 12 and 19</p>	<p>(5 weeks) Historical Narrative – Anglo-Saxon Boy</p> <p>Poetry (2 weeks) linked to Remembrance day</p> <p>Guided Reading- Anglo-Saxon Boy</p>	<p>Maths Mental multiplication Mental Division Written multiplication Length and perimeter Statistics</p> <p>Computing E-safety 1 week</p> <p>Unit 4.3 Spreadsheets 6 weeks Programs-2Calculate</p>	<p>Science (Two units for this half term) Units: Humans- Teeth, Eating and Digestion Y4 Animals - Human Life Cycle Y5</p> <p>Knowledge & Conceptual understanding</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>· Describe the changes as humans develop to old age.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> · Comparing the teeth of carnivores and herbivores. · Suggesting reasons for differences [grouping & classifying]. · Finding out [testing and/or researching] what damages teeth and how to look after them. · Drawing and discussing their ideas about the digestive system. · Comparing them with ... <ul style="list-style-type: none"> · models or images. · Researching the gestation periods other animals and comparing them with humans. · By finding out and recording the length and mass of a baby as it grows. 		<p>RE Christianity- Incarnation What is the Trinity?</p> <p>PSHE Me and My relationships What is friendship?</p> <p>Explain what collaboration means; Give examples of how they have worked collaboratively; Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. Describe the attributes needed to work collaboratively. Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. Recognise basic emotional needs, understand that they change according to circumstance; Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks</p>	<p>PE Indoor: Invasion games Core task 2- Y4</p> <p>Outdoor: OAA Team building & problem solving</p>	<p>Art Landscapes</p> <p>Suggested Artists: The Impressionists. Drawing and Painting focus.</p> <p>ADD IN KEY SKILLS</p> <p>DT Design, make and evaluate a Christmas card with a lever for my family.</p> <p><u>Planning Link: Levers & Linkages</u></p> <p>Designing Year 4</p> <ul style="list-style-type: none"> • Use annotated sketches and prototypes to develop, model and communicate ideas. • Consider aesthetic qualities of materials chosen. <p>Year 5</p> <ul style="list-style-type: none"> • Record ideas using annotated diagrams. • Use models, kits and drawings to help formulate design ideas. • Sketch and model alternative ideas. • Decide which design idea to develop. <p>Making Year 4</p> <ul style="list-style-type: none"> • Select from techniques for different parts of the process. <p>Year 5</p> <ul style="list-style-type: none"> • Develop one idea in depth. • Select from and use a wide range of tools. • Cut accurately and safely to a marked line. • Select from and use a wide range of materials.
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					<p>Understand that online communication can be misinterpreted; Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face.</p> <p><u>Valuing Difference</u> Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others. Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual</p>		<p>Evaluating Year 4</p> <ul style="list-style-type: none"> • Consider and explain how the finished product could be improved. <p>Year 5</p> <ul style="list-style-type: none"> • Research and evaluate existing products. • Consider user and purpose. • Consider and explain how the finished product could be improved related to design criteria. • Investigate key events and individuals in design and technology. <p>Technical knowledge and understanding Year 4/5</p> <ul style="list-style-type: none"> • Understand and use lever and linkage mechanisms. • Distinguish between fixed and loose pivots. • Know and use technical vocabulary relevant to the project. • Use linkages to make movement larger or more varied. <p style="text-align: center;">Music Glockenspiel stage 2</p>
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					orientation. Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.		
<p>Spring Term 1 <i>Did the Ancient Greeks change our lives?</i></p>  <p>Christian Value Perseverance</p>  <p>British Value Mutual Respect</p> <p><u>Rights Respecting Schools</u></p> <p>World Religion Day January 16th 2022 Articles 2, 14 and 30</p> <p>Holocaust Memorial Day 27th January 2022 Articles 2, 19, 37 and 39</p> <p>LGTB+ History Month February 2022 Articles 2 and 13</p>	<p>(3 weeks) Explanation Texts</p> <p>(1 1/2 weeks) Poems with a structure</p> <p>Guided reading- The Mark of the Cyclops Saviour Pirotta</p>	<p>Maths Place value and negative numbers Position and Direction Fractions Fractions Decimals and Division Area and multiplication Addition, Subtraction and measures.</p> <p>Computing</p> <p>Unit 5.2 Online safety 3 weeks Programs- 2Publish Plus, writing templates, Display boards, 2Connect (mind map).</p> <p>Unit 4.6 Animation 3 weeks Programs- 2Animate</p>	<p>Science Unit: Properties of Materials – Testing Material Properties Material changes – Irreversible changes – Reversible changes Y5</p> <p>Significant figure: Ruth Benerito- Inventor of Wrinkle Free Cotton</p> <p>Knowledge & Conceptual understanding</p> <ul style="list-style-type: none"> • 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. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible. <p>• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>• Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p>	<p>History Ancient Greece Significant figure Socrates.</p> <p>How is the Greek influence still evident in modern day?</p> <p>Which of the Greek inventions could you not live without and why?</p> <p>Greek culture and its influence on the western world - include legacy of their culture (Art, Olympics, Non fiction texts</p> <p>Timeline for Greeks and key events Compare two or more historical periods, explaining things which have changed and things which have stayed the same. Draw a timeline with different historical periods showing key events or lives of historical people.</p> <p>Geography Why are there so many Greek Islands? Was this always the case?</p> <p>Compare Ancient Greek Map to modern day Learn about Island hopping. Culture of Greece. Plan a journey.</p>	<p>RE Christianity- Gospel What kind of World did Jesus want?</p> <p>PSHE Keeping myself safe. How can I keep myself Safe?</p> <p>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. Explain what a habit is, giving examples; Describe why and how a habit can be hard to change. Recognise that there are positive and negative risks; Explain how to weigh up risk factors when making a decision; Describe some of the possible outcomes of taking a risk. Demonstrate strategies to deal with both face-to-face and online bullying; Understand some of the key risks and effects of smoking and drinking alcohol; Understand that increasing numbers of young people are</p>	<p>PE Indoor: Striking & fielding. Y5- Cricket.</p> <p>Outdoor: Net & Wall Core task 2</p>	<p>Art 3D Clay- Greek patterns/pots Year 4</p> <ul style="list-style-type: none"> • Plan, design and make models from observation or imagination. • Join clay adequately and construct a simple base for extending and modelling other shapes. • Create surface patterns and textures in a malleable material. Year 5 • Plan a sculpture through drawing and other preparatory work. • Develop skills in using clay including slabs, coils, slips, etc. • Produce intricate patterns and textures in a malleable media.

			<p>·Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Working Scientifically</p> <p>·Carry out tests to answer questions such as ‘Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?’</p> <p>•Compare materials in order to make a switch in a circuit.</p> <p>•Observing and comparing the changes that take place, for example, when burning different materials or baking bread or cakes.</p> <p>•Researching and discussing how chemical changes have an impact on our lives, for example cooking.</p> <p>•Discuss [research] the creative use of new materials such as polymers, super-sticky and super-thin materials.</p> <p>·Explain how they know when a change is reversible or irreversible.</p> <p>•Observing and comparing the changes that take place.</p> <p>•Recognise and describe everyday situations where dissolving occurs.</p> <p>•Explain how they know when a change is reversible</p>		<p>choosing not to smoke and that not all people drink alcohol (Social Norms theory).</p> <p>Demonstrate strategies and skills for supporting others who are bullied;</p> <p>Recognise and describe the difference between online and face-to-face bullying.</p> <p>Recognise which situations are risky;</p> <p>Explore and share their views about decision making when faced with a risky situation;</p> <p>Suggest what someone should do when faced with a risky situation.</p> <p>Define what is meant by a dare;</p> <p>Explain why someone might give a dare;</p> <p>Suggest ways of standing up to someone who gives a dare.</p> <p>Reflect on what information they share offline and online;</p> <p>Recognise that people aren’t always who they say they are online;</p> <p>Know how to protect personal information online.</p> <p>Understand some of the complexities of categorising drugs;</p> <p>Know that all medicines are drugs but not all drugs are medicines;</p> <p>Understand ways in which medicines can be helpful or harmful and used safely or unsafely.</p> <p>Understand the actual norms around smoking and the reasons for common misperceptions of these.</p> <p>Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;</p> <p>Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these</p>		<p>DT</p> <p>Design, make and evaluate a Greek snack_ (product) for myself (user) for a picnic (purpose).</p> <p>Food</p> <p>Designing</p> <p>Year 4</p> <ul style="list-style-type: none"> • Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. • Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas. <p>Year 5</p> <ul style="list-style-type: none"> • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. <p>Making</p> <ul style="list-style-type: none"> • Plan the main stages of a recipe, listing ingredients, utensils and equipment. • Select and use appropriate utensils and equipment to prepare and combine ingredients. • Select from a range of ingredients to make
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							<p>appropriate food products, thinking about sensory characteristics.</p> <p>Year 5</p> <ul style="list-style-type: none"> • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. <p>Evaluating</p> <p>Year 4</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Evaluate the ongoing work and the final product with reference to the design criteria and the views of others. <p>Year 5</p> <ul style="list-style-type: none"> • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. <p>Technical knowledge and understanding</p> <p>Year 4</p> <ul style="list-style-type: none"> • Make healthy eating choices – use the Eatwell plate. • Understand seasonality. • Know where and how ingredients are reared and caught.
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							<ul style="list-style-type: none"> • Prepare and cook using different cooking techniques <p>Year 5</p> <ul style="list-style-type: none"> • Join and combine a widening range of ingredients. • Select and prepare foods for a particular purpose. • Know where and how ingredients are grown and processed. <p>Music Stop!</p>
<p>Spring Term 2 <i>Have mega cities changed over time?</i></p>  <p>Christian Value Compassion</p>  <p>British value Individual Liberty</p> <p><u>Rights Respecting School</u></p> <p>World Book Day 3rd March 2022 Articles 17, 29 and 31</p> <p>International Women's Day March 8th 2022 Articles 2 and 8</p> <p>International Day for the Elimination of Racial Discrimination March 22nd 2022 Articles 2, 8 and 30</p>	<p>(5 weeks) <u>Issues and Dilemmas – Boy at the Back of the Class</u></p> <p>(1 week) <u>Persuasion-linked to Boy at the Back of the Class</u></p> <p><u>Boy at the Back of the Class- Guided Reading</u></p>	<p>Maths Place Value Multiplication and Division Written Multiplication Geometry Addition and Subtraction (statistics)</p> <p>Computing E-Safety 1 week</p> <p>Unit 4.4 Writing for different audiences 5 weeks Programs- 2Email, 2Connect, 2DIY.</p>	<p>Science (Two units for this half term) Units: Environment – Living things & their habitats Y4</p> <p>Environment – Observing life cycles Y5</p> <p>Knowledge & Conceptual understanding</p> <ul style="list-style-type: none"> ·Recognise that living things can be grouped in a variety of ways. ·Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. ·Recognise that environments can change and that this can sometimes pose dangers to living things. ·Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ·Describe the life process of reproduction in some plants and animals. ·Name, locate and describe the functions of the main parts of reproductive system of plants. <p>Working Scientifically</p> <ul style="list-style-type: none"> ·Using and making simple guides or keys [grouping & classifying] to explore and identify local plants and animals. ·Making a guide [grouping & classifying] to local living things. ·Raising and answering questions based on their observations of animals and 	<p>History Which were the most important cities in history? Why and how did some cities lose their importance? Research: Athens, Rome, Carthage, Varansi. ADD IN KEY SKILLS.</p> <p>Geography (Relate to Ancient Greece- contrast and compare) What is a mega city? Why do so many people live in mega cities? Where in the world can mega cities be found? Would living in a mega city have any challenges for humans, animals and plants? Which is the largest and closest city to Rawtenstall? Do any of our family members live in a mega city?</p> <p>Explain why people may be attracted to live in cities. Research features of villages, towns or cities. Explain why people may choose to live in one place rather than another. Describe and understand key aspects of human geography including settlements, land use, economic activity and distribution of natural resources. Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the wider world.</p>	<p>RE Christianity- Salvation Why do Christians call the day Jesus died 'Good Friday'?</p> <p>PSHE Rights and responsibilities What are our rights and responsibilities? Identify, write and discuss issues currently in the media concerning health and wellbeing; Express their opinions on an issue concerning health and wellbeing; Make recommendations on an issue concerning health and wellbeing. Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read. Define the differences between responsibilities, rights and duties; Discuss what can make them difficult to follow; Identify the impact on individuals and the wider community if responsibilities are not carried out.</p>	<p>PE Indoor: RSSP Coach Gymnastics</p> <p>Outdoor: Athletics activities</p>	<p>Art Drawing, Photography Printmaking project Cityscapes</p> <p>Suggested Artists:</p> <p>Yvonne Jacquette- american painter and printmaker Stephen Wiltshire Dubai Panorama Drawing 360 View (stephenwiltshire.co.uk)</p> <p>Y5 Digital Media Record, collect and store visual information using digital cameras etc. Present recorded visual images using software e.g. Photostory, Powerpoint. Use a graphics package to create and manipulate new images. Be able to Import an image (scanned, retrieved, taken) into a graphics package. Understand that a digital image is created by layering. Create layered images from original ideas.</p> <p>Y5 Printing Create printing blocks by simplifying an initial journal idea.</p> <p>Use relief or impressed method.</p> <p>Create prints with three overlays.</p>

			<p>What they have found out about other animals that they have researched.</p> <ul style="list-style-type: none"> ·Observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world ·Asking pertinent questions. ·Suggesting reasons for similarities & differences [grouping and classifying]. ·They might try to [explore] grow new plants from different parts of the parent plant, for e.g., seeds, stem & root cuttings, tubers, bulbs. ·Observe changes in an animal over a period of time (for example, by hatching & rearing chicks). ·Comparing how different animals reproduce and grow. 		<p>Explain what we mean by the terms voluntary, community and pressure (action) group; Give examples of voluntary groups, the kind of work they do and its value. State the costs involved in producing and selling an item; Suggest questions a consumer should ask before buying a product. Define the terms loan, credit, debt and interest; Suggest advice for a range of situations involving personal finance. Explain some of the areas that local councils have responsibility for; Understand that local councillors are elected to represent their local community.</p>		<p>Work into prints with a range of media e.g. pens, colour pens and paints.</p> <p style="text-align: center;"><u>DT</u> Design, make and evaluate a prototype of a skyscraper (product)with a light (user) for a new mega city (purpose).</p> <p style="text-align: center;"><u>Planning Link:</u> <u>Frame structures</u></p> <p>Designing Year 4</p> <ul style="list-style-type: none"> • Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. • Use CAD where appropriate. <p>Year 5</p> <ul style="list-style-type: none"> • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Generate, develop and model innovative ideas, through discussion, prototypes, kits and annotated sketches. <p>Making Year 4</p> <ul style="list-style-type: none"> •Use finishing techniques suitable for the product they are creating. <p>Year 5</p> <ul style="list-style-type: none"> • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. <p>Evaluating Year 4</p> <ul style="list-style-type: none"> • Draw or sketch existing products in order to analyse and understand how products are made. • Consider and explain how the finished product could be improved. <p>Year 5</p> <ul style="list-style-type: none"> • Investigate and evaluate a range of existing frame structures. • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests. • Research key events and individuals relevant to frame structures.
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<p>Summer Term 1 <i>Do my actions affect the weather?</i></p> <p></p> <p>Christian Value Forgiveness</p> <p></p> <p>British Value Tolerance and Rule of Law</p> <p>Rights Respecting School</p> <p>Mental Health Awareness Month May 2022 Article 24</p>	<p>(3 weeks) <u>Novel as a Theme</u> Jamie Drake Equation</p> <p>(1 1/2 weeks) <u>Biography</u></p> <p>(2 weeks) <u>Classic Poetry</u></p>	<p>Maths Geometry Fractions and Decimals(measures) Fractions and Division Measures, volume, capacity and mass Shape and area Multiplication facts and time</p> <p>Computing E-safety 1 week</p> <p>Unit 5.5 Game creator 5 weeks Programs- 2DIY 3D</p>	<p>Science Unit: Forces – Effects on Movement Y5</p> <p>Knowledge & Conceptual understanding</p> <ul style="list-style-type: none"> • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air 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. <p>Working Scientifically</p> <ul style="list-style-type: none"> • Exploring falling paper cones or cup-cake cases. • Designing and making [exploring] a variety of parachutes. • Carrying out fair tests to determine which designs are the most effective. • Exploring resistance in water by making and testing boats of different shapes. • Design and make [create/invent/design] artefacts that use simple levers, pulleys, gears and/or springs and explore their effects. 	<p>History Significant person- Sir Edmund Hillary and Tensing Norgay.</p> <p>Who were Sir Edmund Hillary and Tensing Norgay?</p> <p>What did they achieve and why was it remarkable?</p> <p>What can we learn from their achievements?</p> <p>Geography Physical geography- Mountains and Earthquakes</p> <p>Where is the Everest region and what it it like?</p> <p>How was Mount Everest formed? How was Mount Everest measured? Who lives in the Everest region? Who first reached the top of Mount Everest? Who is working towards a sustainable future? What makes an earthquake occur? How can people be protected?</p> <p>Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes</p> <p>-Make comparisons with their own lives and their own situation.</p> <p>-Show increasing empathy and describe similarities as well as differences.</p>	<p>RE Christianity- The Kingdom of God When Jesus left, what was the impact of Pentecost?</p> <p>PSHE Being my best. Why are the choices we make important?</p> <p>Know two harmful effects each of smoking/drinking alcohol. Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. Explain the importance of food, water and oxygen, sleep and exercise for the human body and its health. Understand the actual norms around smoking and the reasons for common misperceptions of these. Know the basic functions of the four systems covered and know they are inter-related. Explain the function of at least one internal organ. Understand the importance of food, water and oxygen, sleep</p>	<p>PE Indoor: Dance</p> <p>Outdoor: Swimming</p>	<p>Art Portraits Self Portraits</p> <p>Suggested Artists: The Fauvists Van Gogh</p> <p>Music Blackbird</p>

					<p>and exercise for the human body and its health. Identify their own strengths and talents; Identify areas that need improvement and describe strategies for achieving those improvements. State what is meant by community; Explain what being part of a school community means to them; Suggest ways of improving the school community. Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p>		
<p>Summer Term 2 <i>What was the Space Race?</i></p>  <p>Christian Value Thankfulness</p>  <p>British value Democracy</p> <p><u>Rights Respecting School</u></p> <p>World Refugee Day</p>	<p>(4 weeks) Fantasy (space theme)</p> <p>(3 weeks) Newspaper Reports</p>	<p>Maths Place value Statistics Addition and subtraction (stats) Multiplication and Division Geometry and measure</p> <p>Computing</p> <p>Unit 4.5 Logo 4 weeks Programs-2Logo</p> <p>Unit 4.7 Effective search 3 weeks Programs-Browser, 2Quiz, 2Connect</p>	<p>Science Unit: Light and Astronomy -Earth and Space Y5</p> <p>Knowledge &Conceptual understanding</p> <ul style="list-style-type: none"> •Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. •Describe the movement of the Moon relative to the Earth. •Describe the Sun, Earth and Moon as approximately spherical bodies. •Use the idea of the Earth's rotation to explain day and night. <p>Working Scientifically</p> <ul style="list-style-type: none"> •Comparing the time of day at different places on the Earth through internet links and direct communication. •Creating simple models of the solar system. •Constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day. 	<p>History (equal focus) The Space Race</p> <p>Add in big questions ADD IN KEY SKILLS.</p> <p>Geography (equal focus) Countries/places involved in space race. Look at maps. Time zones. ??????</p> <p>ADD IN KEY SKILLS. Add in big questions</p>	<p>RE Sikhism How do Sikhs express their beliefs and values? What values and commitments matter to me? Who or what should I serve? Should all people be equal? Is there anything we can do to make the World a fairer place?</p> <p>PSHE SRE-Growing and changing. Why am I changing?</p> <p>Use a range of words and phrases to describe the intensity of different feelings. Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p>	<p>PE Indoor: Athletic activities</p> <p>Outdoor: Swimming</p>	<p>Art Textiles</p> <p>Suggested Artists:</p> <p>ADD IN KEY SKILLS</p> <p>Music Reflect, Rewind & Replay (Y4)</p>

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•Finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

Recognise how different surprises and secrets might make them feel;
Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;
Explain strategies they can use to build resilience.
Identify people who can be trusted;
Understand what kinds of touch are acceptable or unacceptable;
Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
Explain how someone might feel when they are separated from someone or something they like;
Suggest ways to help someone who is separated from someone or something they like.
Know the correct words for the external sexual organs;
Discuss some of the myths associated with puberty.
Identify some products that they may need during puberty and why;
Know what menstruation is and why it happens.
Recognise how our body feels when we're relaxed;
List some of the ways our body feels when it is nervous or sad;
Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Identify the consequences of positive and negative behaviour on themselves and others;
Give examples of how individual/group actions can impact on others in a positive or negative way.

					<p>Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>		
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