



	Autumn		Spring		Summer	
Unit	Exploring Brazil	Victorians - featuring famous Salfordians	Exploring France	The Great War - WWI	Exploring Salford	Shang Dynasty
<b>Science</b> Whole units but regular quizzes on previous learning	<b>Living Things and their habitats</b> * Describe the similarities and differences in two different life cycles, e.g. sparrow and butterfly, with reference to eggs and intermediate stages. Describe the life processes of reproduction in some plants and animals, e.g. dog and a thistle.  <b>INVESTIGATION FROM LONG TERM PLAN</b>  *Quick weekly quizzes from year 4 science weekly*	<b>Animals including Humans</b> * Describe the changes as humans develop to old age, e.g. trends in changes to size, weight, mobility etc. <b>INVESTIGATION FROM LONG TERM PLAN</b> *Quick weekly quizzes/retrieval practise from Animals including humans Y4 and Y5 Living things and habitats*	<b>Properties and Changes to Materials</b> * Compare and group together everyday materials on the basis of their properties - Including their hardness, solubility, transparency, conductivity and response to magnets *Understand how solutions are formed and separated - e.g. sugar can be dissolved and can be retrieved *Understand how to separate mixtures - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  <b>INVESTIGATION FROM LONG TERM PLAN</b> *Quick weekly quizzes/retrieval practise from Y4 Rocks*	<b>Earth and Space</b> *Describe the movement of the planets in the solar system, relative to the Sun - (draw diagram or use a model) *Describe the movement of the Moon relative to the Earth *Understand the effects of the Earth's rotation e.g. Use a diagram or model to explain why the Sun seems to travel across the sky, and what causes day and night.  <b>INVESTIGATION FROM LONG TERM PLAN</b>  *Quick weekly quizzes/retrieval practise from Animals including humans Y5 and Y4 Living things and habitats and materials*	<b>Forces</b> *Explain effects of gravity on Earth - *Identify the effects of forces that act between moving surfaces e.g. Air resistance, water resistance and friction *Recognise that some mechanisms allow a smaller force to have a greater effect  <b>INVESTIGATION FROM LONG TERM PLAN</b>	<b>Properties and Changes to Materials</b> *Use comparative and fair tests to explain reasons for particular uses of everyday materials -including metals, wood and plastic *Understand and demonstrate reversible and irreversible changes - Including: *Demonstrate that dissolving, mixing and changes of state are reversible changes; *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  <b>INVESTIGATION FROM LONG TERM PLAN</b>  *Quick weekly quizzes/retrieval practise from Y4*
<b>Working Scientifically</b> *With prompting, plan scientific enquiries, controlling variables where necessary - identifies and manages variables, e.g. when exploring falling paper cones. *Takes measurements, repeating as necessary, that are precise as well as accurate, e.g. measuring the force needed to pull different shapes of boat through the water. *Record data - With prompting, uses various ways to record complex evidence, e.g. when investigating how gears and levers enable a small force to have a larger effect. *Suggest further relevant comparative or fair tests, e.g. when testing materials for various properties to determine their suitability for an application. *Report and present findings from enquiries - With prompting, write a conclusion using evidence and identifying causal links, e.g. investigating what makes a parachute fall quicker. *With prompting, identify that not all results may be trustworthy - With support, indicate why some results may not be entirely trustworthy, e.g. when timing falling objects. *Show how evidence supports a conclusion, e.g. researching gestation periods of various mammals and relating them to adult mass. <b>Growing and looking after class plants</b>						
Unit	Exploring Brazil	Victorians - featuring famous Salfordians	Exploring France	The Great War - WWI	Exploring Salford	Shang Dynasty
<b>Geography</b>	<b>Following Directions and Maps</b> *Use the 8 points on a compass *Use longitude and latitude as a guide to a location on an atlas <b>Enquiry &amp; Investigation</b>	<b>*Retrieval practise- Any Maps linked to History Unit</b>	<b>Following Directions and Maps</b> *Use the 8 points on a compass *Use longitude and latitude as a guide to a location on an atlas <b>Enquiry &amp; Investigation</b>	<b>*Retrieval Practise - Countries linked to WWI</b>	<b>Following Directions and Maps</b> *Use the 8 points on a compass *Use longitude and latitude as a guide to a location on an atlas <b>Human and Physical</b>	<b>*Retrieval practise- Where in the world is China?</b>

	<p>*Explore and explain geographical issues over time <b>Human and Physical Geography</b> *Compare a region of the UK, a region of a European country and a region within North or <b>South America</b> <b>Locational Knowledge</b> *Locate the world's continents/countries Capricorn, the Greenwich Meridian and time zones.</p>		<p>*Explore and explain geographical issues over time <b>Human and Physical Geography</b> *Compare a region of the UK, a region of a European country and a region within North or <b>South America</b> <b>Locational Knowledge</b> *Locate the world's continents/countries Capricorn, the Greenwich Meridian and time zones.</p>		<p><b>Geography</b> *Compare a region of the UK, a region of a European country and a region within North or <b>South America</b> <b>Locational Knowledge</b> *Locate the world's continents/countries Capricorn, the Greenwich Meridian and time zones. <b>Map Making</b> *Make a scale drawing using scaled based around powers of 10</p>	
	Where in the World continuous discussion and Map plotting linked to history/news/holidays etc.		Where in the World continuous discussion and Map plotting linked to history/news/holidays etc.		Where in the World continuous discussion and Map plotting linked to history/news/holidays etc.	
<b>History</b>		<p><b>Historical Enquiry</b> *Create historically valid questions about cause and significance *Examine artefacts and explain what they show us about that time in history <b>Historical Understanding</b> *Identify and describe changes within and between different periods in history *Place events, people and changes into correct periods of time and in chronological order <b>Periods in History</b> *Discuss the impact of significant historical events, people and places in their own locality, making links with changes in national life.</p>		<p><b>Historical Enquiry</b> *Create historically valid questions about cause and significance *Examine artefacts and explain what they show us about that time in history <b>Historical Understanding</b> *Identify and describe changes within and between different periods in history *Place events, people and changes into correct periods of time and in chronological order <b>Periods in History</b> *Discuss the impact of significant historical events, people and places in their own locality, making links with changes in national life.</p>		<p><b>Historical Enquiry</b> *Create historically valid questions about cause and significance *Examine artefacts and explain what they show us about that time in history <b>Historical Understanding</b> *Identify and describe changes within and between different periods in history *Place events, people and changes into correct periods of time and in chronological order</p>
	On this day_		On this day_ Key Historical Dates		On this day_ Key Historical Dates	
<b>RE</b>	U2.1 Why do some people think God exists?	U2.4 If God is everywhere, why go to a place of worship? Focus on a visit to the church or mandir.	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.6 What does it mean to be a Muslim in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?
	<p><b>Religious Enquiry:</b> *Ask and suggest answers to important questions about religion and beliefs, making links between their own and others' responses. *Describe why people belong to religions.</p>			<p><b>Religious Knowledge</b> *Use their increasingly wide religious vocabulary to explain the impact of beliefs on individuals and communities. *Explain how religious stories and texts are used within different world religions. *Explain how beliefs, symbols and actions impact on the everyday lives of religious individuals.</p>		
<b>Computing</b>	<p><b>Digital Literacy</b> <b>Online Safety</b> *Understand the importance of using technology safely, respectfully and responsibly *Appreciate how search</p>	<p><b>Computer Science</b> <b>Programming: Crumble Castles (Link history)</b> *Solve problems in writing programs by decomposing them into smaller parts</p>	<p><b>Information Technology - Blogging</b> <a href="http://edublogs.org">http://edublogs.org</a> *Combine a variety of software to accomplish given goals on a range of digital devices</p>	<p><b>Computer Science</b> <b>Programming: Gravity Games</b> (Link science) *Work with variables *Use selection and repetition in programs</p>	<p><b>Digital literacy</b> <b>Computer Networks</b> *Understand the basic workings of computer networks including the internet *understand the opportunities</p>	<p><b>Information Technology - Emails using Purple Mash 2Email</b> *Combine a variety of software to accomplish given goals on a range of digital devices</p>

	results are ranked <a href="http://www.digital-literacy.org.uk/">http://www.digital-literacy.org.uk/</a>	*Use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.		*Simulate physical systems	computer networks offer for collaboration	
<b>Oracy</b>						
<b>Art</b>		<p><b>Futurism: Umberto Boccioni Art in Context</b> *Use observational skills to replicate images by well-known artists and explain how their work is similar/different.</p> <p><b>Independent Artist</b> *Use a sketchbook to show how ideas have been improved. Make a clear plan for their working area and the equipment needed for a complete art project.</p> <p><b>Painting</b> *Create layers of paint to add detail to background colours.</p>	<p><b>**Sculpture - put wherever you feel it works best**</b> *Add detail to a clay sculpture using clay tools or to a 3D sculpture using <b>different materials.</b></p>	<p><b>Art of Anatomy: Albrecht Durer or Cultural tradition in art - Richard Kimbo Art in Context</b> *Use observational skills to replicate images by well-known artists and explain how their work is similar/different.</p> <p><b>Independent Artist</b> *Use a sketchbook to show how ideas have been improved. Make a clear plan for their working area and the equipment needed for a complete art project.</p> <p><b>Drawing</b> * With coloured pencil, Can layer colours to create depth of colour and tone.</p> <p><b>Independent Artist</b> *Use a sketchbook to show how ideas have been improved. Make a clear plan for their working area and the equipment needed for a complete art project.</p>	<p><b>Exploring Expressionism - Henri Matisse Art in Context</b> *Use observational skills to replicate images by well-known artists and explain how their work is similar/different.</p> <p><b>Independent Artist</b> *Use a sketchbook to show how ideas have been improved. Make a clear plan for their working area and the equipment needed for a complete art project.</p> <p><b>Drawing</b> * Prepare a drawing surface to create a wax crayon image, e.g. colouring in a solid area; applying a top layer of black paint mixed with washing-up liquid; drawing by scraping into the surface with a sharp tool.</p>	
<b>DT</b>	<p><b>Make - Designing, making and evaluating a new toy Vehicle for children in a particular age range -Jungle Jeep?</b> *Use a computer design program to communicate their ideas *PurpleMash 2Design &amp; Make <b>Make</b> *Use a glue gun with close supervision. *Use more complex mechanical systems in their products, e.g. pulleys and linkages. *Cut accurately to 1mm: strip wood, dowel &amp; square section.</p> <p><b>Evaluate</b> *Collect feedback from others to find out how to improve a</p>		<p><b>Make - Textiles - Gardening Bag?</b> <b>Design -</b> *Design products that are innovative and appeal to individuals or groups <b>Make -</b> *Use appliqué to decorate by gluing, and stitching. *Cut internal shapes.</p> <p><b>Evaluate</b> *Collect feedback from others to find out how to improve a product</p>			<p><b>Celebrating Culture &amp; Seasonality Make - a yeast-based snack for parents and children participating in the school sports day</b> <b>Design</b> *Design products that are innovative and appeal to individuals or groups <b>Cooking and nutrition</b> * Estimate amount of ingredients to an appropriate level of accuracy. *Understand how different foods are produced in different areas of the world. *Understand that some foods are seasonal and give some examples.</p> <p><b>Evaluate</b></p>

	product					*Collect feedback from others to find out how to improve a product
<b>Music</b>	<b>Charanga</b> How Does Music Bring Us Together?	<b>Charanaga</b> How Does Music Connect Us With The Past?	<b>Charanga</b> How Does Music Make The World A Better Place?	<b>Charanga</b> How Does Music Teach Us About Our Community?	<b>Charanga</b> How Does Music Shape Our Way Of Life?	<b>Charanga</b> How Does Music Connect Us With The Environment?
	<b>Composing -</b> *Layer sounds to create effects. *Compose melodic and rhythmic phrases.		<b>Listening and Context</b> *Pick out details within a piece and recall these details from memory. *Find similarities and differences between different historical composers and musicians *Explain how music has changed over time.		<b>Performing</b> *Sing expressively combining dynamics, tempo and pitch. *Perform own compositions from memory. *Perform own rhythmic and melodic patterns on an instrument	
<b>Indoor P-E</b>	<b>Gymnastics</b> * Perform actions in and out of rolls *Hold different positions when balancing and use different shapes to express a given theme/mood.	<b>Dance -</b> * Perform dance actions with control and expression. *Perform longer routines from memory adding expression and extension to movements. Understand the risks of not maintaining good levels of personal hygiene *Understand the importance of resisting pressure from others and who they can go to for help with this.	<b>Gymnastics</b> * Perform actions in and out of rolls *Hold different positions when balancing and use different shapes to express a given theme/mood.	<b>Dance -</b> * Perform dance actions with control and expression. *Perform longer routines from memory adding expression and extension to movements. Understand the risks of not maintaining good levels of personal hygiene *Understand the importance of resisting pressure from others and who they can go to for help with this.	<b>Gymnastics</b> * Perform actions in and out of rolls *Hold different positions when balancing and use different shapes to express a given theme/mood.	<b>Dance -</b> * Perform dance actions with control and expression. *Perform longer routines from memory adding expression and extension to movements. Understand the risks of not maintaining good levels of personal hygiene *Understand the importance of resisting pressure from others and who they can go to for help with this.
	<b>Games</b> *Choose the most appropriate throw to use within a game. *Call out for a catch in a game showing they know they are in the best place. *Hit a ball into space to help increase score within a game. *Dribble a ball in different directions and avoid obstacles e.g. with their feet or a hockey stick	<b>Games</b> *Choose the most appropriate throw to use within a game. *Call out for a catch in a game showing they know they are in the best place. *Hit a ball into space to help increase score within a game. *Dribble a ball in different directions and avoid obstacles e.g. with their feet or a hockey stick	<b>Games</b> *Choose the most appropriate throw to use within a game. *Call out for a catch in a game showing they know they are in the best place. *Hit a ball into space to help increase score within a game. *Dribble a ball in different directions and avoid obstacles e.g. with their feet or a hockey stick	<b>Games</b> *Choose the most appropriate throw to use within a game. *Call out for a catch in a game showing they know they are in the best place. *Hit a ball into space to help increase score within a game. *Dribble a ball in different directions and avoid obstacles e.g. with their feet or a hockey stick	<b>Games</b> *Choose the most appropriate throw to use within a game. *Call out for a catch in a game showing they know they are in the best place. *Hit a ball into space to help increase score within a game. *Dribble a ball in different directions and avoid obstacles e.g. with their feet or a hockey stick	<b>OAA - links to map making and following directions and maps Geography</b> * Read a wide variety of map symbols and use a compass when following a given route. *Plan ideas of how to solve a problem before attempting it. *Decide if verbal or non-verbal communication is the most effective choice when solving problems.
<b>PHSE</b>	<b>Health &amp; Wellbeing</b> * Strategies for managing personal safety in the local environment; online safety including sharing images; mobile phone safety. * What positively and negatively affects health and mental wellbeing; making informed choices about diet. *Drug tobacco and alcohol awareness. * Recognise what they are good at; setting goals; Intensity of feelings an	<b>Health &amp; Wellbeing</b> *Changes at puberty including menstruation and the menstrual cycle, erections and wet dreams. *Recognise what they are good at; setting goals; Intensity of feelings an managing complex feelings; coping with change and transition; *Understand the importance of resisting pressure from others and who they can go to for help with this	<b>Relationships</b> *Recognise a wide range of emotions in others and know when to support them or to seek help *Understand that different people will respond to the same situation in different ways and how to deal with a variety of scenarios *Recognise what is fair / unfair, Kind/unkind and right/wrong and that people's opinions may differ	<b>Relationships</b> *Actions have consequences; working collaboratively; negotiation and compromise; giving feedback. *Listening to others; raise concerns and challenge.	<b>Living in the Wider World</b> *Discuss and debate health and wellbeing issues. *Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences. *Different rights; responsibilities and duties. *Importance of finance in people's lives; being a critical consumer; looking after money; interest; loan; debt management of money; tax.	<b>Living in the Wider World</b> *Follow the classroom and school rules and work as a role model to younger children. *Describe the different cultural, ethnic and religious groups that make up the world.

	managing complex feelings; coping with change and transition; *Bereavement and grief.					
	<b>Emotional health and wellbeing -</b> *Share personal successes with the class and set further goals from those achievements *Explain when they have experienced conflicting emotions and how they dealt with the situation *Understand the risks of not maintaining good levels of personal hygiene			<b>Living in the wider World-</b> *Follow the classroom and school rules and work as a role model to younger children		
<b>MFL</b>	<b>Lightbulb Languages</b> *Alphabet *Places in Locality *Journey to School	<b>Lightbulb Languages</b> *Directions *Celebrations *Lunchtimes	<b>Lightbulb Languages</b> *Food likes and dislikes *Building sentences *Food for a Celebration *Introducing the planets	<b>Lightbulb Languages</b> *Describing the planets *Distances from the Sun *Making compound sentences *Preparing a presentation	<b>Lightbulb Languages</b> *Months & seasons *Weather & seasons *Joining in a poem *Seasonal colours *Conscience Alley	<b>Lightbulb Languages</b> *Scène de Plage *Bringing a picture to life *Writing a description *Class poem *Individual poem
	<b>Reading</b> *Read a text in the language and explain the main points and some smaller details. *Use a bilingual dictionary or glossary, or can use context to work out what unfamiliar words mean.		<b>Speaking and Listening</b> *Find patterns in spelling, sounds and meanings of words when listening to songs and rhymes. *Take part in short conversations, seeking and conveying information and opinions in simple terms. *Refer to recent experiences or future plans, as well as everyday activities and interests. *Identify and note the main points and specific details, including opinions in longer spoken passages. *Use accurate pronunciation in spoken tasks and use intonation to make meaning clear.			<b>Writing</b> *Produce short pieces of writing, in simple sentences, that seek and convey information and opinions.
<b>Enterprise activity</b>		Cauliflower Cards				
<b>Trips/ visitors</b>		Cinema? Victorian trip? Church or Mandir?				
<b>Parental Involvement</b>		Parents Evenings			Parents Evenings	Sports Day