



Long Term Plan Overview - Rolling A

Roots to grow, wings to fly

Below is an overview of areas your child will experience in their learning this year. By scrolling down further you will be able to view each subject in more detail, including knowledge and skills for their year group and how that relates to the area of study.

Theme	In the Deep, Dark Woods		Inventions of the Past and for the Future		Blue Abyss	
English ALL	See English page for overview of learning					
Maths ALL	At Baydon we follow the White Rose scheme for Maths					
Science Yr 4/5 FIRECRESTS	Living things: Life cycles and reproduction	Forces and space: Unbalanced forces	Living things: Classifying big and small	Energy: Circuits, batteries and switches	Living things and their habitats: Evolution and inheritance	Animals, including humans: Human timeline Making connections: Making connections: How does light affect the direction of plant growth?
Geography FIRECRESTS Years 4/5)	5/6 B Why does population change?		5/6 B: Can I carry out independent fieldwork enquiry?		5/6 B: Why do oceans matter?	
History FIRECRESTS Years 4/5	Were the Viking raiders, traders or something else?		British History: What was life like in Tudor Britain?		What was the impact of World War 2 on the people of Britain?	
Art FIRECRESTS Yr4/5	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing (4)	Using Art To Explore Global Issues The projects featured centre around an exploration of global warming and ice worlds, but this pathway can easily be adapted to explore other global issues such as deforestation or weather patterns. (additional)	Festival Feasts Drawing and Making inspired by food. How might we use food and art to bring us together? (4)	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. (5)	Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Nurture personality traits as well as technical skills. (4)	Shadow Puppets Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own (5)
DT FIRECRESTS Yr4/5	Textiles: Bags	Electrical systems: Steady hand game	Structures: Playground pioneers	Cooking and Nutrition: Come Dine with Me	Mechanical Systems: Automata toys	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects
Computing Firecrests Yr4/5	Programming: Micro Bit	Computer Systems and Networks: Exploring AI	Mars Rover 1	Skills Showcase: Mars Rover 2	Bletchley Park and the history of computers	Skills showcase: Inventing a product Designing an electronic product through coding, debugging and computer-aided design to understand how digital technologies support product development
Music Year 4/5 Firecrests	Film Music	Developing singing technique (Theme: Vikings)	Musical theatre	Theme and variations (Theme: Pop Art)	INSTRUMENTAL RECORDERS	Songs of World War 2

Theme	In the Deep, Dark Woods		Inventions of the Past and for the Future		Blue Abyss	
French Year 4/5 Firecrests	Portraits - describing in French	Meet my French family	Clothes. -Getting dressed in France	French weather	Exploring the French speaking world	Planning a French Holiday
PSHE and RSE Year 4/5 Firecrests	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?
RWE Year 4/5 Firecrests	Kapow Why does religion look different around the world? Part 1 Jewish, Muslim, Christian	Kapow Why does religion look different around the world? Part2 Hindu, Sikh, Buddhist, Jain	UC CONCEPT: GOD (2b.1) Key Question: What does it mean if God is holy and loving?	UC CONCEPT: INCARNATION (2b.4) Key Question: Was Jesus the Messiah?	UC CONCEPT: KINGDOM OF GOD (2b.8) Key Question: What kind of King is Jesus?	Kapow (3) Why is fire used ceremonially? Hindu/Sikh, Zoroastrian, Wicca
PE Year 4/5/6 Firecrests and Owls	Football Basketball	Fitness Netball	Tennis Hockey	Gymnastics Yoga	OOA Dance	Rounders Athletics

IN DEPTH OVERVIEWS OF SKILLS AND KNOWLEDGE FOR EACH SUBJECT

Science

SCIENCE FIRECRESTS YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
UNIT	Living things: Life cycles and reproduction	Forces and space: Unbalanced forces	Living things: Classifying big and small	Energy: Circuits, batteries and switches	Living things and their habitats: Evolution and inheritance	Animals, including humans: Human timeline Making connections: Making connections: How does light affect the direction of plant growth?
Unit Outcomes	Pupils who are secure will be able to: Describe the life cycle of a plant, including the reproductive stage. Describe the life cycle of a mammal. Describe the life cycle of a bird and compare it with that of a mammal. Describe the life cycle of an amphibian. Describe the life cycle of an insect and compare it with that of an amphibian. Describe asexual reproduction in plants. When working scientifically, pupils who are secure will be able to: Observe and compare equivalent parts in different flowers. Research the life cycles of different mammals. Pose questions to compare the life cycles of different birds. Suggest how one temperature may affect egg hatching. Use data to describe a relationship and make predictions. Represent root growth over time on a line graph.	Describe gravity and its effects. Describe the relationship between mass and gravity. Describe air resistance and its effects. Describe friction and its effects. Describe water resistance and its effects. Describe the relationship between surface area and air and water resistance. Explain how to make an object aerodynamic or streamlined. Describe the effects of levers, pulleys and simple machines on movement. When working scientifically, pupils who are secure will be able to: Analyse predictions, data and anomalies to write a conclusion. Plan a fair test to investigate air resistance. Write a method. Evaluate a method and judge the degree of trust. Design a results table. Calculate the mean average from repeat data. Draw and annotate a diagram. To draw an accurate line graph.	Define the term ‘organism’ and name the seven life processes of all living things. Describe the work of Carl Linnaeus. Define the term ‘vertebrate’ and name the vertebrate groups. Describe the characteristics of fish, amphibians, reptiles, birds and mammals. Compare the characteristics of the vertebrate groups. Define the term ‘invertebrate’. Describe the characteristics of worms, snails, spiders and insects. Compare the characteristics of the invertebrate groups. Name the plant groups. Describe the characteristics of flowering plants, ferns, mosses and conifers. Define the term ‘micro-organism’ and name some examples. When working scientifically pupils who are secure will be able to: Use a classification key to group and identify organisms. Make a simple classification key.	Describe the function of key electrical components and explain how the models used in the lesson represent these. Correctly predict if an electrical circuit will work or not, explaining why using their knowledge of complete loops, power sources and presence of components. Describe the relationship between the number of bulbs in a circuit, the bulb brightness and the amount of resistance. Explain that increasing the number of components increases the resistance, affecting the flow of current and energy transferred. Identify that batteries are a voltage source; they come in different voltages, affecting bulb brightness. Describe that voltage can be changed using different numbers of cells in a circuit and that more cells or a higher voltage causes brighter bulbs. Use the relationship between voltage and bulbs to predict what will happen with buzzers and motors. Build an electrical circuit with a switch to control its function, explain how the switch and the electrical circuit solve the problem and recall different examples of problems that can be solved using an electrical circuit. When working scientifically, pupils who are secure will be able to: Draw circuit diagrams with straight lines and using standard circuit symbols. Design a results table with an appropriate number of columns and headings with units. Identify the changed, measured and control variables in an enquiry to plan a method.	Define and identify variation in organisms and recall that it is caused by inherited and environmental factors. Recall that living things produce offspring of the same kind but are not normally identical to their parents. Describe patterns of inheritance from parent to offspring in a given example or family tree. Describe what an adaptation is; it cannot be chosen and is usually inherited. Describe key characteristics that would help an organism to survive and explain how an adaptation helps the organism to survive. Explain how variation may affect survival within a population and recall what natural selection means. Recall what evolution is, identify differences between a living thing and its ancestor and describe key steps in the evolution of a species. Recall different types of evidence that can be used to explain evolution and describe methods that make scientists’ results or conclusions more trustworthy. When working scientifically, pupils who are secure will be able to: Sort variation as environmental, inherited or a mixture of both. Evaluate a method by recalling variables that were effectively kept the same and those that were harder to control. Comment on the reliability of the results and the degree of trust. Consider how evidence is used to form theories and the degree of trust the evidence offers.	Order the stages in growth and development from birth to old age. Describe physical and developmental changes from a baby through to old age. Describe changes that occur in males and females during puberty. Suggest ways to manage the changes that occur during puberty. Recall what is meant by a gestation period. Describe how gestation varies across animals and compare this to humans. When working scientifically, pupils who are secure will be able to: Use data to describe growth from baby to adult. Identify where on the graph the rate of growth changes. Use a line graph to make predictions about height. Choose a suitable title and axes labels for the scatter graph and plot data on the scatter graph. Recall key knowledge from previous units. Apply knowledge in new contexts. When working scientifically, pupils who are secure will be able to: Carry out a full scientific enquiry.

SCIENCE FIRECRESTS YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 4 Key Skills	Posing questions Beginning to raise further questions during the enquiry process. Considering what makes a testable question. Beginning to recognise that there are different types of enquiry and that they are suitable for different questions. Beginning to make suggestions about how different questions could be answered Planning Beginning to select from options which variables will be changed, measured and controlled. Beginning to suggest what observations to make and how long to make them for. Planning a simple method, verbally and in writing. Beginning to write a simple method in numbered steps. Selecting and beginning to decide what simple equipment might be used to aid observations and measurements. Predicting Making predictions about what they think will happen by: • Using scientific knowledge and/or personal experience to explain their prediction (because...) • Beginning to consider cause and effect when making predictions, where appropriate. • Predicting a trend by considering how the changing variable will affect the measured variable. (The smoother the surface, the longer the distance the car will travel) Observing (qualitative data) Using their senses to describe, in more detail and with simple scientific vocabulary, what they notice or what has changed. Measuring (quantitative data) Using standard units to measure and compare. Using measuring equipment with increasing accuracy. Reading scales with unmarked intervals between numbers. Researching Gathering specific information from a variety of sources. Recording (diagrams) Beginning to draw more scientific diagrams by: • Using some standard symbols. • Drawing in 2D to produce simple line diagrams. • Labelling with more scientific vocabulary. Recording (tables) Using a prepared table to record results including more detailed observations. Using tables with more than two columns. Identifying and adding headings to tables. Beginning to design simple results tables.	Planning Beginning to select from options which variables will be changed, measured and controlled. Beginning to suggest what observations to make and how long to make them for. Planning a simple method, verbally and in writing. Beginning to write a simple method in numbered steps. Selecting and beginning to decide what simple equipment might be used to aid observations and measurements. Recording (tables) Using a prepared table to record results including more detailed observations. Using tables with more than two columns. Identifying and adding headings to tables. Beginning to design simple results tables. Evaluating Beginning to identify steps in the method that need changing and suggest improvements Identifying which variables were difficult to control and suggesting how to better control them. Commenting on the degree of trust by reflecting on: • Results that do not fit a pattern (anomalies). • The quality of results (accurate measurements and maintaining control variables). Beginning to identify new questions that would further the enquiry	Grouping and classifying Grouping based on visible characteristics and measurable properties. Populating a pre-prepared branching and number key. Choosing appropriate questions for classification keys.	eginning to select from options which variables will be changed, measured and controlled. Beginning to suggest what observations to make and how long to make them for. Planning a simple method, verbally and in writing. Beginning to write a simple method in numbered steps. Selecting and beginning to decide what simple equipment might be used to aid observations and measurements. Predicting Making predictions about what they think will happen by: • Using scientific knowledge and/or personal experience to explain their prediction (because...) • Beginning to consider cause and effect when making predictions, where appropriate. • Predicting a trend by considering how the changing variable will affect the measured variable. (The smoother the surface, the longer the distance the car will travel) Observing (qualitative data) Using their senses to describe, in more detail and with simple scientific vocabulary, what they notice or what has changed. Measuring (quantitative data) Using standard units to measure and compare. Using measuring equipment with increasing accuracy. Reading scales with unmarked intervals between numbers. Researching Gathering specific information from a variety of sources. Recording (diagrams) Beginning to draw more scientific diagrams by: • Using some standard symbols. • Drawing in 2D to produce simple line diagrams. • Labelling with more scientific vocabulary. Recording (tables) Using a prepared table to record results including more detailed observations. Using tables with more than two columns. Identifying and adding headings to tables.	Planning Beginning to select from options which variables will be changed, measured and controlled. Beginning to suggest what observations to make and how long to make them for. Planning a simple method, verbally and in writing. Beginning to write a simple method in numbered steps. Selecting and beginning to decide what simple equipment might be used to aid observations and measurements. Recording (tables) Using a prepared table to record results including more detailed observations. Using tables with more than two columns. Identifying and adding headings to tables. Beginning to design simple results tables. Evaluating Beginning to identify steps in the method that need changing and suggest improvements Identifying which variables were difficult to control and suggesting how to better control them. Commenting on the degree of trust by reflecting on: • Results that do not fit a pattern (anomalies). • The quality of results (accurate measurements and maintaining control variables). Beginning to identify new questions that would further the enquiry	Graphing Representing data using bar charts. Drawing bars with greater accuracy. Reading the value of bars with greater accuracy. Analysing and drawing conclusions Writing a conclusion to summarise findings using simple scientific vocabulary. Beginning to suggest how one variable may have affected another. Beginning to quote results as evidence of relationships. Identifying data that does not fit a pattern (anomalous data). Recognising when results or observations do not match their predictions. Beginning to use identified patterns to predict new values or trends. Evaluating Beginning to identify steps in the method that need changing and suggest improvements Identifying which variables were difficult to control and suggesting how to better control them. Commenting on the degree of trust by reflecting on: • Results that do not fit a pattern (anomalies). • The quality of results (accurate measurements and maintaining control variables). Beginning to identify new questions that would further the enquiry

SCIENCE FIRECRESTS YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 5 Key Skills	Raising questions throughout the enquiry process. Identifying testable questions. Planning Suggesting which variables will be changed, measured and controlled. Making and explaining decisions about what observations to make and how long to make them for. Observing Using their senses to describe, in detail and with a broader range of scientific vocabulary, what they notice or what has changed. Measuring Using standard units to measure and compare with increasing precision (decimals). Researching Gathering answers to open-ended questions from a variety of sources. Recording Representing data by using line graphs and scatter graphs. Plotting points with greater accuracy. Reading the value of plotted points with greater accuracy. Analysing and drawing conclusions Suggesting with increasing independence how one variable may have affected another. Quoting relevant data as evidence of relationships. Using identified patterns to predict new values or trends.	Planning Suggesting which variables will be changed, measured and controlled. Making and explaining decisions about what observations to make and how long to make them for. Writing a method that includes details about how to ensure control variables are kept the same. Writing a method that considers reliability by planning repeated readings. Suggesting the most appropriate equipment to make observations and measurements and justifying their choices. Measuring Using standard units to measure and compare with increasing precision (decimals). Reading a wider variety of scales with unmarked intervals between numbers. Recording Drawing scientific diagrams by: using a wider range of standard symbols; drawing with increasing accuracy; labelling with a broader range of scientific vocabulary; annotating diagrams to explain concepts and convey opinions. Using tables with columns that allow for repeat readings. Suggesting headings to tables, including units. Designing results tables with increasing independence with consideration of variables where applicable. Calculating the mean average. Graphing Representing data by using line graphs and scatter graphs. Plotting points with greater accuracy. Reading the value of plotted points with greater accuracy. Analysing and drawing conclusions Writing a conclusion to summarise findings using increasingly complex scientific vocabulary. Suggesting with increasing independence how one variable may have affected another. Quoting relevant data as evidence of relationships. Identifying anomalies in repeat data and excluding results where appropriate. Comparing individual, class and/or model data to the prediction and recognising when they do not match. Using identified patterns to predict new values or trends. Evaluating Identifying steps in the method that need changing and suggesting improvements. Identifying which variables were difficult to control and suggesting how to control them better. Commenting on the degree of trust by also reflecting on: accuracy (human error with equipment); reliability (repeating results); sources of information (e.g. websites, books). Deciding what data to collect to test direct relationships further.	Grouping and classifying Grouping in a broader range of contexts. Organising the layout of number and branching keys. Formulating appropriate questions for classification keys.	Planning Suggesting which variables will be changed, measured and controlled. Writing a method, including details about ensuring control variables are kept the same. Writing a method that considers reliability by planning repeated readings. Suggesting the most appropriate equipment to make observations and measurements and justifying their choices. Predicting Using previous scientific knowledge and evidence to inform their predictions. Using scientific language to describe a potential outcome or explain why they think something will happen. Observing and measuring Using their senses to describe, in detail and with a broader range of scientific vocabulary, what they notice or what has changed. Using standard units to measure and compare with increasing precision (decimals). Reading a wider variety of scales with unmarked intervals between numbers. Recording Drawing scientific diagrams by using a wider range of standard symbols and drawing with increasing accuracy. Using tables with columns that allow for repeat readings. Suggesting headings to tables, including units. Designing results tables with increasing independence with consideration of variables where applicable. Calculating the mean average. Analysing and drawing conclusions Writing a conclusion to summarise findings using increasingly complex scientific vocabulary. Suggesting with increasing independence how one variable may have affected another. Quoting relevant data as evidence of relationships. Identifying anomalies in repeat data and excluding results where appropriate. Comparing individual, class and/or model data to the prediction and recognising when they do not match. Using identified patterns to predict new values or trends. Evaluating Identifying steps in the method that need changing and suggesting improvements. Identifying which variables were difficult to control and suggesting how to control them better.	Posing questions Raising questions throughout the enquiry process. Selecting the most appropriate enquiry method to answer questions and give justification. Planning Suggesting which variables will be changed, measured and controlled. Observing Using senses to describe, in detail and with a broader range of scientific vocabulary, what is noticed or what has changed. Recording Using tables with columns that allow for repeat readings. Calculating the mean average. Grouping and classifying Grouping in a broader range of contexts. Analysing and drawing conclusions Suggesting with increasing independence how one variable may have affected another. Quoting relevant data as evidence of relationships. Identifying anomalies in repeat data and excluding results where appropriate. Comparing individual, class and/or model data to the prediction and recognising when they do not match. Evaluating Identifying steps in the method that need changing and suggesting improvements. Identifying which variables were difficult to control and suggesting how to control them better. Commenting on the degree of trust by reflecting on accuracy (human error with equipment) and reliability (repeating results). Posing new questions in response to the data that would extend the enquiry.	Graphing Representing data by using line graphs and scatter graphs. Plotting points with greater accuracy. Reading the value of plotted points with greater accuracy. Analysing and drawing conclusions Writing a conclusion to summarise findings using increasingly complex scientific vocabulary. Suggesting with increasing independence how one variable may have affected another. Quoting relevant data as evidence of relationships. Using identified patterns to predict new values or trends. Evaluating Commenting on the degree of trust by also reflecting on the sources of information (e.g. websites, books). Deciding what data to collect to further test direct relationships. This unit revisits the working scientifically skills covered in mixed-age Y5/6 (B), including: Posing questions. Planning. Predicting. Observing. Measuring. Recording. Analysing and drawing conclusions. Evaluating.

SCIENCE FIRECRESTS YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 4 & 5 Key Knowledge	A life cycle shows the changes an animal or plant goes through until the reproduction of a new generation, when the cycle starts again. All living things must reproduce for the species to survive. Sexual reproduction requires two parents whereas asexual reproduction only requires one parent. There are different processes plants and animals use to reproduce (asexual and sexual reproduction). Science in action To know: There are a range of jobs and careers that use scientific knowledge and methods. There is current scientific research taking place with aims for achievement in the future. Scientific evidence is used to support or refute ideas or arguments.	Gravity is a non-contact force that pulls objects together. Air resistance and water resistance are both types of friction. Unsupported objects fall towards the Earth because of gravity. Friction, air resistance and water resistance act in the opposite direction of a moving object. When forces are unbalanced, the speed, shape or direction of an object changes. When forces are balanced, the speed, shape or direction of an object stays the same. Some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Rougher surfaces have more friction between them than smoother surfaces and how that may affect movement. The larger the surface area of an object, the greater the air or water resistance it creates. Science in action To know: About famous scientists throughout history.	To know that ‘organism’ is a term used to refer to an individual living thing. To know that micro-organisms are incredibly small and cannot usually be seen by the naked eye. To know the characteristics of the different groups of vertebrates and commonly found invertebrates. Science in action To know about famous scientists throughout history.	To know: A variety of components in a series circuit (including buzzer and motor). Conventions are used to draw circuit diagrams, including the recognised symbols for common components and using straight lines. The voltage of a circuit can be changed and this affects bulb brightness (or buzzer volume). Science in action To know: A range of jobs and careers that use scientific knowledge and methods. How scientific evidence is used to support or refute ideas or arguments.	To know: Living things have changed over time. Fossils provide information about living things that inhabited the Earth millions of years ago. Characteristics are passed from parents to their offspring but all offspring vary from their parents. Over time, variation in offspring can affect animals’ chances of survival in particular environments. Animals and plants have adapted to suit their environment over many millions of years and this process can be called evolution. Science in action To know: Famous scientists throughout history. A range of jobs and careers use scientific knowledge and methods. The work of modern-day scientists. There are spiritual, moral, social and cultural links with science. Methods and equipment used by scientists throughout history and how these have led to modern methods. Scientific knowledge has changed over time, leading to the current understanding of science. Collaboration and peer reviewing are essential for effective scientific progress. Scientific evidence is used to support or refute ideas or arguments.	To know: How to describe the human life cycle, including the stages of growth and development (baby, toddler, child, teenager, adult, elderly). How to describe changes that occur during puberty (in boys and girls). Gestation periods vary across mammals. Science in action: To know: A range of jobs and careers that use scientific knowledge and methods. The methods and equipment used by scientists throughout history and how these have led to modern methods. Life cycles and reproduction To know: A life cycle shows the changes an animal or plant goes through until the reproduction of a new generation when the cycle starts again. Classifying big and small To know: The characteristics of the different groups of vertebrates and commonly found invertebrates.
Year 4 & 5 Key Vocabulary	adolescence asexual reproduction characteristic data estimate fertilisation germination gestation gills incubation line graph line of best fit lungs mating metamorphosis offspring ovule pollen pollination reproduction sexual reproduction testable	air resistance anomaly balanced control variable (LKS2) data force (LKS2) gear gravity lever line graph line of best fit mean average pivot pulley relationship reliable surface area trustworthy (LKS2) unbalanced variable (LKS2) water resistance	classification key (LKS2) classify (LKS2) cold-blooded conifer exoskeleton fern life processes micro-organism moss organism warm-blooded	anomaly cell circuit diagram control variable (LKS2) current data evaluate evidence fair test hazard mean average model relationship resistance safety units variable (LKS2) voltage	adaptation anomaly characteristic competition control variable (LKS2) environment environmental evaluate evidence evolution extinct fossil (LKS2) gene habitat (KS1) inherit inheritance mean average model natural selection offspring parent (biological) population reliable reproduce scientific theory selective breeding survival of the fittest	anomaly evidence foetus gestation period hormones life cycle line graph period (menstruation) puberty rate (LKS2) relationship air resistance conclusion (LKS2) control variable (LKS2) evaluate evolution fair test friction (LKS2) inheritance life cycle (KS1) predict (KS1) offspring reproduction (LKS2) reliable root (KS1) stem (KS1) trustworthy (LKS2) variable (LKS2) water resistance

Geography

Geography FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Area of Learning	5/6 B: Why does population change?		5/6 B: Can I carry out independent fieldwork enquiry?		5/6 B: Why do oceans matter?	
Unit Outcomes	- Identify the most densely and sparsely populated areas. - Describe the increase in global population over time. - Begin to describe what might influence the environments people live in. - Define birth and death rates, suggesting what may influence them. - Define migration, discussing push and pull factors. - Explain why some people have no choice but to leave their homes. - Describe the causes of climate change, explaining its impact on the global population. - Suggest an action they can take to fight climate change. - Calculate the length of a route to scale. - Follow a selected route on an OS map. - Use a variety of data collection methods, including using a Likert scale. - Collect information from a member of the public. - Create a digital map to plot and compare data collected from two locations. - Suggest an idea to improve the environment.		- Give examples of issues in the local area. - Identify questions to be asked to find the relevant data. - Justify which data collection method is most suitable. - Design an accurate data collection template. - Identify areas along a route that are best for data collection. - Discuss how to mediate potential risks. - Collect data at points located on an OS map. - Manage risks during a fieldwork trip. - Identify any outcomes from data collected. - Map data digitally. - Describe the enquiry process.		- Describe the water cycle. - Describe how the ocean is used for human activity. - Explain how the ocean helps to regulate the Earth's climate and temperature. - Identify the Great Barrier Reef as part of Australia. - Describe the benefits of the Great Barrier reef. - Describe how humans impact the oceans and the consequences of this. - Explain some actions that can be taken to help support healthy oceans. - Explain which data collection method would be best for marine fieldwork and why. - Collect data using a tally chart, photographs and a sketch map. - Safely navigate the fieldwork environment. - Make suggestions for how to improve a marine environment. - Present data using a tally chart and pie chart.	
Year 4 Key Skills	- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Using simple sampling techniques appropriately. - Making digital audio recordings for a specific purpose. - Designing a questionnaire/interviews to collect qualitative fieldwork data. - Taking digital photos and labelling or captioning them. - Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. - Beginning to use a simplified Likert Scale to record their judgements of environmental quality. - Collecting quantitative data in charts and graphs. - Using a questionnaire/interviews to collect qualitative fieldwork data. - Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information - Suggesting different ways that a locality could be changed and improved. - Finding answers to geographical questions through data collection		- Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. - Asking and answering one-step and two-step geographical questions. - Observing, recording, and naming geographical features in their local environments. - Using simple sampling techniques appropriately. - Making digital audio recordings for a specific purpose. - Designing a questionnaire/interviews to collect qualitative fieldwork data. - Taking digital photos and labelling or captioning them. - Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. - Beginning to use a simplified Likert Scale to record their judgements of environmental quality. - Collecting quantitative data in charts and graphs. - Using a questionnaire/interviews to collect qualitative fieldwork data. - Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information - Suggesting different ways that a locality could be changed and improved. - Finding answers to geographical questions through data collection		- Collecting quantitative data in charts and graphs. - Understanding some of the causes of climate change. - Describing how physical features, such as mountains and rivers are formed - Describing how humans can impact the environment both positively and negatively, using examples - Discussing climates and their impact on trade, land use and settlement. - Locating some of the world's most significant rivers and identifying any patterns.	

Geography FIRECRESTS YEAR 4 & 5	AUTUMN	SPRING	SUMMER
Year 5 Key Skills	- Locating more countries in Europe and North and South America using maps. - Locating key human features in countries studied. - Locating many counties in the UK. - Confidently locating the twelve geographical regions of the UK. - Identifying key physical and human characteristics of the geographical regions in the UK. - Explaining why a locality has changed over time, giving examples of both physical and human features. - Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. - Understanding how climates impact on trade, land use and settlement. - Understanding some of the impacts and causes of climate change. - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Describing and understanding economic activity, including trade links. - Suggesting reasons why the global population has grown significantly in the last 70 years. - Describing the ‘push’ and ‘pull’ factors that people may consider when migrating. - Recognising geographical issues affecting people in different places and environments. - Describing and explaining how humans can impact the environment both positively and negatively, using examples. - Confidently using and understanding maps at more than one scale. - Using atlases, maps, globes and digital mapping to locate countries studied. - Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. - Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. - Beginning to use thematic maps to recognise and describe human and physical features studied. - Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using four and six-figure grid references to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. - Following a short pre-prepared route on an OS map. - Planning a journey to another part of the world using six-figure grid references and the eight points of a compass. - Developing their own enquiry questions. - Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. - Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets. Using a simplified Likert Scale to record their judgements of environmental quality. - Conducting interviews/questionnaires to collect qualitative data. - Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/ captions) when communicating geographical information. - Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. - Evaluating evidence collected and suggesting ways to improve this. - Analysing quantitative data in pie charts, line graphs and graphs with two variables.	- Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied. - Locating many cities in the UK. - Confidently locating the twelve geographical regions of the UK. - Identifying key physical and human characteristics of the geographical regions in the UK. - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Recognising geographical issues affecting people in different places and environments. - Describing and explaining how humans can impact the environment both positively and negatively, using examples. - Confidently using and understanding maps at more than one scale. - Using atlases, maps, globes and digital mapping to locate countries studied. - Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. - Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). - Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. - Recognising the difference between Ordnance - Survey and other maps and when it is most appropriate to use each. - Selecting a map for a specific purpose. - Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. - Accurately using four and six-figure grid references to locate features on a map in regions studied. - Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. - Identifying the eight compass points on an OS map. - Developing their own enquiry questions. - Choosing the best approach to answering an enquiry question. - Making sketch maps of areas studied including labels and keys where necessary. - Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. - Selecting appropriate methods for data collection. - Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately. - Using GIS (Geographical Information Systems) to plot data sets. - Using a simplified Likert Scale to record their judgements of environmental quality. - Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. - Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. - Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. - Evaluating evidence collected and suggesting ways to improve this.	- Locating major cities of the countries studied. - Locating some key physical features in countries studied on a map. - Locating key human features in countries studied. - Identifying significant environmental regions on a map. - Identifying key physical and human characteristics of the geographical regions in the UK. - Explaining why a locality has changed over time, giving examples of both physical and human features. - Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. - Understanding how climates impact on trade, land use and settlement. - Using maps to explore wider global trading routes. - Describing and understanding the key aspects of the six climate zones. - Understanding some of the impacts and causes of climate change. - Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change. - Describing and understanding economic activity, including trade links. - Recognising geographical issues affecting people in different places and environments. - Describing and explaining how humans can impact the environment both positively and negatively, using examples. - Confidently using and understanding maps at more than one scale. - Using atlases, maps, globes and digital mapping to locate countries studied. - Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. \Using the scale bar on a map to calculate distances. - Beginning to use thematic maps to recognise and describe human and physical features studied. - Selecting a map for a specific purpose. - Choosing the best approach to answering an enquiry question. - Making sketch maps of areas studied including labels and keys where necessary. - Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question. - Selecting appropriate methods for data collection. - Beginning to use standard field sampling techniques appropriately. - Using GIS (Geographical Information Systems) to plot data sets. - Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information. - Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. - Evaluating evidence collected and suggesting ways to improve this. - Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Geography FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 4 Key Knowledge	- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know how to use various simple sampling techniques. - To know what a questionnaire and an interview are. - To know that quantitative data involves numerical facts and figures and is often objective. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. - To know a Likert scale is used to record people's feelings and attitudes. - To know that qualitative data involves opinions, thoughts and feelings and is often subjective. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.		- To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation). - To know an enquiry-based question has an open-ended answer found by research. - To know how to use various simple sampling techniques. - To know what a questionnaire and an interview are. - To know that quantitative data involves numerical facts and figures and is often objective. - To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. - To know a Likert scale is used to record people's feelings and attitudes. - To know that qualitative data involves opinions, thoughts and feelings and is often subjective. - To know what a bar chart, pictogram and table are and when to use which one best to represent data.		- To know water is used by humans in a variety of ways. - To know the names of some of the world's most significant rivers. - To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. - To know the courses and key features of a river. - To know that a natural resource is something that people can use which comes from the natural environment.	
Year 5 Key Knowledge	- To know that the global population has grown significantly since the 1950s. - To know which factors are considered before people build settlements. - To know migration is the movement of people from one country to another. - To know the name of many countries and major cities in Europe and North and South America. - To know the name of many counties in the UK. - To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. - To know that London and the South East regions have the largest population in the UK. - To know the global population has grown significantly since the 1950s. - To know which factors are considered before people build settlements. - To know migration is the movement of people from one country to another. - To know some negative impacts of humans on the environment. - To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To know that a pie chart can represent a fraction or percentage of a whole set of data. - To be aware of some issues in the local area. - To know what a range of data collection methods look like. To know how to use a range of data collection methods.		- To know the name of many countries and major cities in Europe and North and South America. - To know the name of many cities in the UK. - To confidently name the twelve geographical regions of the UK. - To know some positive impacts of humans on the environment. - To know some negative impacts of humans on the environment. - To know that contours on a map show height and slope. - To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective. - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To be aware of some issues in the local area. - To know what a range of data collection methods look like. - To know how to use a range of data collection methods.		- To know the location of key physical features in countries studied. - To know why the ocean is important. - To know some positive impacts of humans on the environment. - To know some negative impacts of humans on the environment. - To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries. - To know that a pie chart can represent a fraction or percentage of a whole set of data. - To be aware of some issues in the local area.	

Geography FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 4 Key Vocabulary	• settlement - county - region - local • esearch - intention - destination - evaluate - compare - improvement - investigate - interview - method - risk - enquiry - data - analyse - present - quantitative/qualitative data - summarise - interpret - quote - source - sample size - reliability - limitations - open/closed questions - Likert scale		• settlement - county - region - local • esearch - intention - destination - evaluate - compare - improvement - investigate - interview - method - risk - enquiry - data - analyse - present - quantitative/qualitative data - summarise - interpret - quote - source - sample size - reliability - limitations - open/closed questions - Likert scale		negative/positive effects climate change global warming temperate River Severn River Thames River Trent River Great Ouse River Wye River Mississippi River Amazon River Nile River Danube River Yangtze River Murray	

Geography FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 5 Key Vocabulary	- air pollution - birth rate - cartogram - climate - climate change - conclusions - death rate - deforestation - densely populated - digital technologies - fossil fuels - greenhouse gases - impact - improvements - involuntary - Likert scale - migrants - migration - natural increase - noise pollution - population - population density - population distribution - pull factors - push factors - qualitative - quantitative - refugee - region - sparsely populated - voluntary		- analyse - audience - city - data - data collection methods - enquiry - evidence - impact - improvement - issue - justify - plot - presenting - process - recommendation - region - risk - route - subjective - viewpoint		- atmosphere - biodegradable - buffer - coral bleaching - coral reef - decompose - digital map - disposable - ecology - ecosystem - erosion - geology - habitat - human footprint - marine - microplastics - natural disaster - ocean current - policy - renewable energy - single use plastic - species - water cycle	

History

History FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Area of Learning	Were the Viking raiders, traders or something else?		British History: What was life like in Tudor Britain?		What was the impact of World War 2 on the people of Britain?	
Unit Outcomes	- Explain where the Vikings came from and why they invaded Britain. - Sequence events according to their significance for groups of people. - Find evidence and make inferences from sources. - Name Viking trade routes. - Explain why trade routes were important to the Vikings. - Identify the differences between Viking sagas. - Evaluate the impact of Viking achievements.		- Extract information about Henry VIII from sources. - Explain their interpretation of Henry VIII using evidence from sources. - Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period. - Reflect on the role of absolute power in the Tudor period. - Describe why royal progresses are considered propaganda. - Consider the reliability of primary sources. - Write an eyewitness account of Elizabeth I's Worcester Progress. - Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians. - Use their knowledge of inventories, to create a realistic Tudor inventory.		- Identify the causes of World War 2. - Identify the different phases in the Battle of Britain. - Make deductions about the Blitz from photographs. - Describe how children may have felt when evacuated. - Evaluate the accuracy, reliability and usefulness of sources. - Describe the impact WW2 had on women's and African-Caribbean migrant lives.	

History FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 4 Key Skills	- Sequencing events on a timeline, referring to times studied in KS1 to see where these fit in. - Understanding that history is divided into periods of history e.g. ancient times, middle ages and modern. - Using dates to work out the interval between periods of time and the duration of historical events or periods. Posing historical questions - Understanding how historical enquiry questions are structured. - Creating historically-valid questions across a range of time periods, cultures and groups of people. - Asking questions about the main features of everyday life in periods studied, e.g. how did people live. - Creating questions for different types of historical enquiry. - Asking questions about the bias of historical evidence. Historical interpretations - Identifying and giving reasons for different ways in which the past is represented. - Identifying the differences between different sources and giving reasons for the ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources Interpreting findings, analysing and making connections - Understanding that there are different ways to interpret evidence. - Interpreting evidence in different ways. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups.		Similarities and differences - Identifying similarities and differences between periods of history. - Explaining similarities and differences between daily lives of people in the past and today. - Identifying similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Historical significance - Recalling some important people and events. - Identifying who is important in historical sources and accounts. Sources of evidence - Using a range of sources to find out about a period. - Using evidence to build up a picture of a past event. - Observing the small details when using artefacts and pictures. - Identifying sources which are influenced by the personal beliefs of the author Historical interpretations - Identifying and giving reasons for different ways in which the past is represented. - Identifying the differences between different sources and giving reasons for the ways in which the past is represented. - Exploring different representations from the period e.g. archaeological evidence, museum evidence, cartoons and books. - Evaluating the usefulness of different sources.		Change and continuity - Identifying reasons for change and reasons for continuities. - Identifying what the situation was like before the change occurred. - Comparing different periods of history and identifying changes and continuity. - Describing the changes and continuity between different periods of history. - Identifying the links between different societies. - Cause and consequence - Identifying the consequences of events and the actions of people. - Identifying reasons for historical events, situations and changes. Gathering, organising and evaluating evidence - Using a range of sources to construct knowledge of the past. - Defining the terms 'source' and 'evidence'. - Extracting the appropriate information from a historical source. - Selecting and recording relevant information from a range of sources to answer a question. - Identifying primary and secondary sources. - Identifying the bias of a source. - Comparing and contrasting different historical sources. Interpreting findings, analysing and making connections - Understanding that there are different ways to interpret evidence. - Interpreting evidence in different ways. - Understanding and making deductions from documentary as well as concrete evidence e.g. pictures and artefacts. - Making links and connections across a period of time, cultures or groups. - Asking the question "How do we know?" Evaluating and drawing conclusions - Understanding that there may be multiple conclusions to a historical enquiry question. - Reaching conclusions that are substantiated by historical evidence. - Recognising similarities and differences between past events and today. Communicating findings - Communicating knowledge and understanding through discussion, debates, drama, art and writing. - Constructing answers using evidence to substantiate findings. - Identifying weaknesses in historical accounts and arguments. - Creating a simple imaginative reconstruction of a past event using the evidence available to draw, model, dramatise, write or retell the story. - Creating a structured response or narrative to answer a historical enquiry. - Describing past events orally or in writing, recognising similarities and differences with today	

History FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 5 Key Skills	- Putting dates in the correct century. - Using the terms AD and BC in their work. - Using relevant dates and relevant terms for the period and period labels e.g.Stone Age, Bronze Age, Iron Age. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Making links between events and changes within and across different time periods / societies. - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Comparing significant people and events across different time periods. - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Suggesting explanations for different versions of events. Identifying how conclusions have been arrived at by linking sources. - Understanding that different evidence creates different conclusions. - Planning a historical enquiry. - Suggesting the evidence needed to carry out the enquiry. - Creating a hypothesis to base an enquiry on. - Asking questions about the interpretations, viewpoints and perspectives held by others. Using different sources to make and substantiate historical claims. - Recognising 'gaps' in evidence. - Identifying how sources with different perspectives can be used in a historical enquiry. - Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. - Interpreting evidence in different ways using evidence to substantiate statements. - Making increasingly complex interpretations using more than one source of evidence. - Challenging existing interpretations of the past using interpretations of evidence. - Making connections, drawing contrasts and analysing within a period and across time. Reaching conclusions which are increasingly complex and substantiated by a range of sources. - Evaluating conclusions and identifying ways to improve conclusions. - Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. - Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. - Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources. - Using evidence to support and illustrate claims.		- Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups. - Putting dates in the correct century. - Using the terms AD and BC in their work. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Placing the time, period of history and context on a timeline. - Relating current study on timeline to other periods of history studied. - Comparing and making connections between different contexts in the past. - Making links between events and changes within and across different time periods / societies. - Identifying the reasons for changes and continuity. - Describing the links between main events, similarities and changes within and across different periods/studied. - Describing the links between different societies. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Starting to analyse and explain the reasons for, and results of, historical events, situations and change. - Describing similarities and differences between social, cultural, religious and ethnic diversity in Britain and the wider world. - Making links with different time periods studied. - Describing change throughout time. Identifying significant people and events across different time periods. - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Evaluating the usefulness of historical sources. - Developing strategies for checking the accuracy of evidence. - Asking historical questions of increasing difficulty e.g. who governed, how and with what results? - Creating a hypothesis to base an enquiry on. - Using different sources to make and substantiate historical claims. - Developing an awareness of the variety of historical evidence in different periods of time. - Distinguishing between fact and opinion. - Recognising 'gaps' in evidence. Identifying how sources with different perspectives can be used in a historical enquiry. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Making connections, drawing contrasts and analysing within a period and across time. - Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. - Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time. - Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.		- Sequencing events on a timeline and identifying where it fits in with previously studied time periods. - Developing a chronologically secure understanding of British, local and world history across the periods studied. - Making links between events and changes within and across different time periods/societies. - Describing the links between main events, similarities and changes within and across different periods studied. - Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well. - Analysing and presenting the reasons for changes and continuity. - Giving reasons for historical events, the results of historical events, situations and changes. - Starting to analyse and explain the reasons for and the results of historical events, situations and change. - Describing change throughout time. - Identifying and comparing significant people and events across different time periods. - Explain the significance of events, people and developments. - Recognising primary and secondary sources. - Using a range of sources to find out about a particular aspect of the past. - Identifying bias in a source and identifying the value of the sources to historical enquiry and the limitations of sources. - Comparing accounts of events from different sources. - Suggesting explanations for different versions of events. - Evaluating the usefulness of historical sources. - Identifying how conclusions have been arrived at by linking sources. - Developing strategies for checking the accuracy of evidence. - Addressing and devising historically valid questions. - Understanding that different evidence creates different conclusions. - Suggesting the evidence needed to carry out the enquiry. - Identifying methods to use to carry out the research. - Asking historical questions of increasing difficulty e.g. who governed, how and with what results? - Asking questions about the interpretations, viewpoints and perspectives held by others. - Using different sources to make and substantiate historical claims. - Developing an awareness of the variety of historical evidence in different periods of time. - Using a range of different historical evidence to dispute the ideas, claims or perspectives of others. - Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source. - Interpreting evidence in different ways using evidence to substantiate statements. - Making increasingly complex interpretations using more than one source of evidence. - Making connections, drawing contrasts and analysing within a period and across time. - Reaching conclusions which are increasingly complex and substantiated by a range of sources. - Evaluating conclusions and identifying ways to improve conclusions. - Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts. - Showing written and oral evidence of continuity and change as well as indicting simple causation. - Constructing explanations for past events using cause and effect. Using evidence to support and illustrate claims.	

History FIRECRESTS YEAR 4 & 5	AUTUMN	SPRING	SUMMER
Year 4 Key Knowledge	Civilisation (social and cultural) - To understand how invaders and settlers influence the culture of the existing population - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that education existed in some cultures, times and groups. Trade - To know that communities traded with each other and over the English Channel in the Prehistoric Period. - To understand that trade began as the exchange of goods. - To understand that trade routes existed between Britain in the Roman, Anglo-Saxon and Viking times. - To understand that the Roman invasion led to a great increase in British trade with the outside world. - To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. - To understand that trade develops in different times and ways in different civilisations. - To understand that the traders were the rich members of society Beliefs - To understand that there are different beliefs in different cultures, times and groups. - To know about paganism and and the introduction of Christianity in Britain. - To know how Christianity spread. - To compare the beliefs in different cultures, times and groups. Achievements and follies of mankind - To be able to identify achievements and inventions that still influence our lives today from Roman times. - To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. - To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.	Civilisation (social and cultural) - To understand how invaders and settlers influence the culture of the existing population - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that education existed in some cultures, times and groups. Change and continuity - To know that change can be brought about by advancements in transport and travel. - To know that change can be brought about by advancements in materials. - To know that change can be brought about by advancements in trade Historical significance - To know that significant archaeological findings are those which change how we see the past. - To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. Sources of evidence - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. Historical interpretations - To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. - To know that assumptions made by historians can change in the light of new evidence. Power (monarchy, government and empire) - To understand the development of groups, kingdom and monarchy in Britain. - To know who became the first ruler of the whole of England. - To understand the expansion of empires and how they were controlled across a large empire. - To understand that societal hierarchies and structures existed including aristocracy and peasantry. - To understand some reasons why empires fall/collapse.	Invasion, settlement and migration - To know that there were different reasons for invading Britain. - To understand that there are varied reasons for coming to Britain. - To know that there are different reasons for migration - To know that settlement created tensions and problems. - To understand the impact of settlers on the existing population. - To understand the earliest settlements in Britain. - To know that settlements changed over time. Civilisation (social and cultural) - To understand how invaders and settlers influence the culture of the existing population - To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. - To know that education existed in some cultures, times and groups. Historical significance - To know that significant archaeological findings are those which change how we see the past. - To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. Sources of evidence - To know that archaeological evidence can be used to find out about the past. - To know that we can make inferences and deductions using images from the past. Historical interpretations - To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. - To know that assumptions made by historians can change in the light of new evidence.
Year 5 Key Knowledge	- To understand that historical periods have characteristics that distinguish them. - To understand how to represent a scale on a timeline. - To understand how to create their own timeline selecting significant events. - To know that change can be brought about by conflict. - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that different empires have different reasons for their expansion. - To understand that there are changes in the nature of society. - To know that there are different reasons for the decline of different empires. - To understand there are increasingly complex reasons for migrants coming to Britain. - To understand that migrants come from different parts of the world. - To know about the diverse experiences of the different groups coming to Britain over time. - To be aware of the different beliefs that different cultures, times and groups hold. - To be aware of how different societies practise and demonstrate their beliefs. - To be able to identify the impact of beliefs on society. - To understand the changes and reasons for the organisation of society in Britain. - To know that trade routes from Britain expanded across the world. - To understand that the expansion of trade routes increased the variety of goods available. - To understand that the methods of trading developed from in person to boats, trains and planes. - To understand the development of global trade. - To understand that trading ships and centres (e.g. York) were a reason for the Vikings raiding Britain. - To understand that people in the past were as inventive and sophisticated in thinking as people today. - To understand the impact of war on local communities. - To know some of the impacts of war on daily lives. - To be able to identify the achievements of civilisations and explain why these achievements were so important.	. - To understand that historical periods have characteristics that distinguish them. - To understand how to work out durations of periods and events. - To understand that inventories are useful sources of evidence to find out about people from the past. - To know that the most reliable sources are primary sources which were created for official purposes. - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that there are different interpretations of historical figures and events. - To understand how the monarchy exercised absolute power. - To understand there are increasingly complex reasons for migrants coming to Britain. - To be aware of the different beliefs that different cultures, times and groups hold. - To understand the changing nature of religion in Britain and its impact. - To be aware of how different societies practise and demonstrate their beliefs. - To be able to identify the impact of beliefs on society. - To understand the changes and reasons for the organisation of society in Britain. - To understand how society is organised in different cultures, times and groups. - To know that trade routes from Britain expanded across the world . - To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals. - To understand that people in the past were as inventive and sophisticated in thinking as people today.	- To understand that historical periods have characteristics that distinguish them. - To understand how to work out durations of periods and events. - To understand how to represent a scale on a timeline. - To understand how to create their own timeline selecting significant events. - To know that change can be brought about by conflict. - To know that members of society standing up for their rights can be the cause of change. - To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source. - To understand that there are different interpretations of historical figures and events. - To understand the process of democracy and parliament in Britain. - To understand that there are changes in the nature of society. - To know that there are different reasons for the decline of different empires. - To understand there are increasingly complex reasons for migrants coming to Britain. - To understand that migrants come from different parts of the world. - To know about the diverse experiences of the different groups who came to Britain over time. - To understand the changes and reasons for the organisation of society in Britain. - To understand how society is organised in different cultures, times and groups. - To understand the changing role of women and men in Britain. - To understand that people in the past were as inventive and sophisticated in thinking as people today. - To know that new and sophisticated technologies allowed cities to develop. - To understand the impact of war on local communities. - To know some of the impacts of war on daily lives.

History FIRECRESTS YEAR 4 & 5	AUTUMN		SPRING		SUMMER	
Year 4 Key Vocabulary	• AD • age • BC • chronological • date • prehistory • sequence • ancient • era • modern Trade • goods • trade • export • import • barter • currency • archaeology • claim • conclusion • evidence • historian • impact • source • cause • compare • consequence • continuity • deduction • historically significant • interpret • point of view		Invasion, settlement and migration • border • conquer • expand • invasion • settlement • decline • occupation/occupy • territory Beliefs • ceremony • myth • religion • Afterlife • convert • creation • gods/goddesses • missionary • monastery • pope • ritual • sacred Power (monarchy, government and Empire) • emperor • empire • government • law • kingdom • sovereign Achievements and follies of mankind • legacy • achievement • technology		Invasion, settlement and migration • border • conquer • expand • invasion • settlement • decline • occupation/occupy • territory Civilisation (social and cultural) • civilisation • hygiene • leisure • apprentice • childhood • class • master • poorer • poverty • servant • wealthier • working conditions • archaeology • claim • conclusion • evidence • impact • primary source • reconstruction • secondary source • source • cause • compare • consequence • continuity • deduction • historically significant Invasion, settlement and migration • border • conquer • expand • invasion • settlement • decline • occupation/occupy • territory	
Year 5 Key Vocabulary	• exchange • trade route Trade • goods • trade • export • import • barter • currency		• bias • democracy • enslaved • enslaver • heir • merchant • occupation • parliament • perspective • propaganda • reliable • society • sovereign • state • tyrant		• accuracy • air raid • Battle of Britain • bias • The Blitz • evacuation • evacuee • impact • propaganda • purpose • reliability	

Art

Art Firecrests YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
UNIT	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing (4)	Using Art To Explore Global Issues The projects featured centre around an exploration of global warming and ice worlds, but this pathway can easily be adapted to explore other global issues such as deforestation or weather patterns. (additional)	Festival Feasts Drawing and Making inspired by food. How might we use food and art to bring us together? (4)	Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. (5)	Sculpture, Structure, Inventiveness & Determination What can artists learn from nature? Nurture personality traits as well as technical skills. (4)	Shadow Puppets Explore how traditional and contemporary artists use cutouts for artistic affect. Adapt their techniques to make your own (5)
Key concepts	That we can tell stories through drawing. That we can use text within our drawings to add meaning. That we can sequence drawings to help viewers respond to our story. That we can use line, shape, colour and composition to develop evocative and characterful imagery.	That art can help us focus on, and explore, big issues. By looking at the artwork of others, and by making our own artwork, we can feel empowered to explore topics which might otherwise be overwhelming to us. That by working alongside others on a similar project we can feel a shared sense of purpose. We can feel supported and understood. That we can bring many disciplines together (including drawing, painting and sculpture) into one artwork.	That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.	That artists embrace the things which make them who they are: their culture, background, experiences, passions – and use these in their work to help them create work which others can relate to. That people are the sum of lots of different experiences, and that through art we can explore our identity. That we can use techniques such as working with layers to help create imagery which reflects the complex nature of our identities. That as viewers we can then “read” imagery made by other people, unpicking imagery, line, shape, colour to help us understand the experience of the artist.	That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. That we can express our personality through the art we make. That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. That making art can be hard, but that doesn’t mean we aren’t doing it right or aren’t good at it. It just means we are doing it.	That there are many traditions of using intricate cutouts as shadow puppets to narrate archetypal stories. That artists and craftspeople adapt the traditions they inherit to make them their own, and to reflect the culture they live in. That we can take inspiration from other artists and cultures and make the processes and techniques our own by using materials, tools and narratives which are important to us. That we can work in collaboration with others to make a shared experience.

Art Firecrests YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Key Knowledge & Skills	Pupils will explore the work of two artists who create illustrations that tell stories. Pupils will respond to their work through verbal discussion in class as well as by collecting and consolidating information with visual notes. Pupils will use toys, poetry, and their own text to create richly illustrated narratives contained within a single drawing. Pupils will juxtapose objects to create their still life scenes from which they will work. Pupils will explore the materials charcoal, chalk, compressed charcoal pencil, and eraser to make their drawings. Pupils will explore how they can build and share a story through a series of images. They will work from evocative literature or poetry to create either a concertina or a poetry comic. Pupils will have lots of opportunity to explore different materials such as charcoal, graphite, ink, or pastel. Pupils will use sketchbooks to develop ideas throughout. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Laura Carlin, Shaun Tan	I have explored the work of artists who use art as a way of drawing attention to global matters, and I can share my responses with the class. I can use my sketchbook to record and reflect how the artist's work makes me feel. I can use my sketchbook to make drawings, working from still images, videos and from life, demonstrating close looking and drawing. I can use these drawings to inspire my sculpture. I can make a sculpture of an animal, understanding that by working in 3d my sculpture will be seen from different viewpoints. I can explore and experiment using “Design through Making”, and I can discover how I can transform and construct with different materials to make my sculpture. I have seen how my own sculpture can form part of a larger artwork, and how we can all find inspiration in each others' ideas. I can explore painting and collaging using colour mixing and different surfaces and see how the materials respond to each other. I can create an environment for my sculpture. I can present my work as part of a larger artwork, and I can share my response to my own work and also to the work of my peers.	Pupils will become familiar with artists who create sculpture based on food. They will be introduced to Claes Oldenburg and contemporary artist Lucia Hierro's soft sculptures. Pupils will respond by filling a couple of sketchbook pages with visual notes, jotting down quick drawings, words about how they feel, similarities and differences between the artist's work, and any other thoughts. Pupils will show you what they can see by creating observational drawings from film / life. They will consider shape, colour, texture, and composition whilst using a variety (and combination) of materials. Pupils will explore their favourite foods through sculpture. Option 1: Pupils will explore painting and sculpture by recreating tins and jars of their favourite foods. They will explore line, shape, and colour through three different exercises. Pupils will turn their paintings into 3D sculptures to form a classroom shop installation. Option 2: Pupils will explore Modroc as a new material to make a sculptural feast which will contribute to a class meal. They will explore texture and modelling as well as colour and form. Pupils will lay out a picnic, including food which contributes colour, texture, pattern, and form to inspire lots of creative drawings into cloth. Pupils will work on a new surface (cloth) and see how using this material is different to working on paper. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will reflect upon all stages of the journey and reference the artists studied. If available, they will take photographs of their work on tablets or cameras. Claes Oldenberg, Lucia Hierro, Nicole Dyer	Pupils will explore the work of the artists Njideka Akunyili Crosby, Yinka Shonibare and Thandiwe Muriu, who all work with notions about identity. They will record their thoughts and observations in sketchbooks through visual note taking. Pupils will create a series of portraits drawings of their peers using a variety of drawing materials. They will work intuitively at varying lengths of time to record and draw. Pupils will create a physical (using drawing materials, paper, collage), or digital exploration of how to make a layered portrait which captures aspects of their personality and identity. They will use sketchbooks throughout to help explore and focus, test and reflect. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Njideka Akunyili Crosby, Yinka Shonibare, Thandiwe Muriu, Mike Barrett	Pupils will explore artists who draw parallels with other beings (birds) so that we can learn about ourselves. They will engage in peer/class discussion and will collect information and reflect in their sketchbooks by making visual notes. Pupils will create observational and experimental drawings of nests using a variety of media. Through their work they will explore how drawings might be neat or messy as an expression of their personalities. Pupils will test materials in sketchbooks. Pupils will use their own instinct and intuition to make sculptures of a nest. They will question what it is like to be a bird placing the first tentative twigs in place to build their nest. Pupils will explore different materials and construction methods to build inventive nests. Pupils will display their work in a clear space and reflect on the half term, sharing what they like, what they would like to try again, the creative journey, and the skills learnt through peer discussion. Marcus Coates	Pupils will become familiar with the cultural significance of shadow puppetry and artists that work with paper. They will understand how paper can be cut and shaped to create puppets. They will record their responses and ideas in sketchbooks. Pupils will work towards creating puppets for a performance following a narrative, or make standalone puppets. They will use sketchbooks to further make notes, note down ideas, make quick sketches to test ideas/shapes. Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. Pupils will perform a shadow puppet show. Lotte Reiniger, Matisse, Phillipp Otto Runge, Pippa Dyrлага, Thomas Witte, Wayang Shadow Puppets,
Key Vocabulary	Illustration, Inspiration, Interpretation, Original Source, Respond, Response Graphic Novel, Illustrator, Poetry, Prose, Stage, Arrange Line, Quality of line, Line Weight, Mark Making, Medium, Graphite, Ink, Pen, Quill, Brush, Watercolour, Water-soluble, Composition, Sequencing, Visual Literacy, Narrative Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Modroc sheets, Newspaper, Plastic bags, Masking Tape Sculpture, Painting, Drawing, Collage	Viewpoint, Relationship 2D 3D, Transform, Graphics, Design Through Making, Construct, Contribute, Artwork, Installation, Surface, Fabric, Texture, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	Identity, Layer, Constructed, Portraiture Layering Digital Art, Physical Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,	Personality Traits Exploration, Inventive, Challenge, Character, Personality, Explore, Discover Construct, Experiment, Imagine, Rethink, Stand Back, Reflect, Understand, Analyse, Tools, Pliers, Scissors, Glue Guns, Construction Materials, Fastening Materials, Structure, Sculpture, Balance, Creative Risk, Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences, Photograph, Lighting, Focus, Composition,	Paper cutting, Cut Outs, Shadow puppets Performance Narrative Character Present, Share, Reflect, Respond, Articulate, Feedback, Crit, Similarities, Differences,

Design and Technology

DT Firecrests YEAR4 & 5UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Textiles: Bags	Electrical systems: Steady hand game	Structures: Playground pioneers	Cooking and Nutrition: Come Dine with Me	Mechanical Systems: Automata toys	★ As overflow time to complete units where other school events takeover or to provide more time for classes to complete projects
Unit Outcomes	Pupils who are secure will be able to: Explore and compare real textile products, thinking about how they look, how they are used and how they affect the environment. Develop and test design ideas by creating pattern pieces and making prototypes to explore how well they work. Use labelled drawings and diagrams to show clear design ideas, including how pattern pieces will fit together. Use fabrics and materials suitable for the product, thinking about how they look and how well they work. Make 3D textile shapes by carefully cutting, folding and joining materials to match the design. Join fabrics securely using stitches or knots and add decorative details to improve the appearance. Use pins, scissors and other tools carefully to keep fabric flat and measure and cut accurately. Evaluate how well the final product meets the design criteria and suggest improvements.	Pupils who are secure will be able to: Explain simply what is meant by 'form' (the shape of a product) and 'function' (how a product works). State what they like or dislike about an existing children's toy and why. Learn about skills developed through play and apply this knowledge in a survey of one or more children's toys. Identify the components of a steady hand game. Design a steady hand game of their own according to their design criteria, using four different perspective drawings. Create a secure base for their game, with neat edges, that relates to their design. Make and test a functioning circuit and assemble it within a case.	Pupils who are secure will be able to: Explain the term constraints and why some are more important than others. Use sketches with labels to communicate ideas. Use 3D CAD software to communicate ideas. Modify a design to make it stronger and more stable using knowledge of triangulation and reinforcing. Select appropriate materials and tools for cutting and joining. Make a plan and equipment list for a project. Reinforce and stabilise a prototype of a structure. Apply a quality finish in a neat way and explain why the finish is important. Critically evaluate the success of a structure within constraints and suggest alternative, more sustainable, materials. Explain design decisions.	Pupils who are secure will be able to: Find a suitable recipe for their course. Record the relevant ingredients and equipment needed. Follow a recipe, including using the correct quantities of each ingredient. Write a recipe, explaining the process taken. Explain where certain key foods come from before they appear on the supermarket shelf.	Mark, saw and cut out the components and supports of their toy with varying degrees of accuracy to the intended measurements. Follow health and safety rules, taking care with the equipment. Attempt a partial assembly of their toys using an exploded diagram following a teacher's demonstration. Develop a design idea with some descriptive notes. Explore different cam profiles and choose three for their follower toppers with an explanation of their choices. Create neat, decorated follower toppers with some accuracy. Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. Decorate and finish the automata to meet the design criteria and brief. Evaluate their finished product, making descriptive and reflective points on function and form.	

DT Firecrests YEAR4 & 5UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 4 Key Skills	Design Developing drawing and sketching skills with a focus on clarity and simplicity. Developing designs by adding detail and justifications about materials, tools, method Make Cutting: Cutting more complex shapes and a wider range of materials and foods accurately and safely (e.g. using a bridge or claw hold when chopping foods). Joining: Joining materials securely by selecting and applying appropriate joining methods for the material and purpose. Evaluate Evaluating existing products Investigating and analysing a range of existing products by looking at their functionality and appeal. Analysing why specific products, designers or inventors are successful. Evaluating own ideas and products Technical Skills Sewing with smaller needles to create smaller stitches. Selecting similar or different colour thread to hide or show the stitch. Key skills by unit Creating a template. Sewing cross stitch to decorate or join fabric. Decorating fabric using appliqué. Stuffing and sewing to finish a product. Making and testing a paper template. Incorporating a fastening to a design. Sewing using a running stitch.	Recognising and exploring everyday electrical products. Key skills by unit Identifying some electrical components. Using batteries and other electrical components safely. Creating a working electrical circuit	Design Beginning to use 2D CAD software to communicate their ideas. Developing drawing and sketching skills with a focus on clarity and simplicity. Developing designs by adding detail and justifications about materials, tools, methods. Make Shaping: Creating and refining accurate 2D and 3D shapes to suit the function of a product. Evaluate Evaluating how effective their chosen materials and tools were in fulfilling the design brief. Giving and receiving feedback Explaining why they think certain aspects of a peer's design are effective or why they suggeste Technical Skills Beginning to understand how different structures are built. Key skills by unit Constructing a range of 3D shapes. Stiffening structures. Strengthening structures by ribbing. Making a variety of free standing shell structures of different shapes and sizes.	Identifying needs and problems Selecting equipment required for a series of tasks based on the plan. Explain Cutting: Cutting more complex shapes and a wider range of materials and foods accurately and safely (e.g. using a bridge or claw hold when chopping foods). Giving and receiving feedback Explaining why they think certain aspects of a peer's design are effective or why they suggested specific improvements. Reflecting on feedback to decide if and how it could be used to improve future iterations. Identifying foods with different nutritional properties. Recognising the seasonality of foods. Understanding that many foods are imported from other countries. Key skills by unit Following the instructions within a recipe. Tasting seasonal ingredients. Selecting seasonal ingredients. Peeling ingredients safely. Cutting safely with a vegetable knife. Following a baking recipe, including the preparation of ingredients. Cooking safely, following basic hygiene rules.	Creating simple design criteria that outline basic functionality and appeal to individual users or target audiences. Generating ideas Taking part in structured idea-generation sessions. Coming up with more ideas and considering the feasibility of their ideas in the classroom. Beginning to understand how mechanisms work. Using a series of pivots to create linkages. Combining levers to create linkages.\ Ordering the main stages of making into a plan. Selecting materials Selecting materials, components or ingredients from a wider choice but within a limited design space (e.g. seasonal ingredients from May and June in the UK). Selecting materials, components or ingredients based on their form as well as their functional properties. Explaining their choices with regard to function and form. Selecting equipment Selecting equipment required for a series of tasks based on the plan. Explain why each piece is suitable for each stage. Tool safety Suggesting simple safety rules based on their understanding of tool dangers. Participating in discussions about classroom safety procedures. Following detailed safety instructions. Tool use Marking and measuring: Using a ruler accurately to measure and mark straight lines.	

DT Firecrests YEAR4 & 5UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 5 Key Skills	Design Creating more complex design criteria that require considering detailed user needs, environmental impact, materials and cost. Developing more independence in generating ideas. Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality. Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design. Beginning to select methods to communicate their ideas, justifying their choices. (eg. prototypes, cross-sectional, exploded diagrams, CAD etc). Make Assessing risks associated with different tools and equipment. Understanding and explaining the importance of each safety rule. Consistently apply safety instructions. Using a ruler to accurately measure and draw lines and marks. Select appropriate scissors to handle delicate cutting tasks and challenging materials. Cutting patterns and drawings accurately. Choosing PVA glue over hot glue for safety when joining materials in less intensive projects. Balancing aesthetics and functionality when creating parts of a design. Using nets to create 3D objects. Considering when best to apply finishing effects. Evaluate Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects. Evaluating the work of a range of designers to help inform their designs. Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost. Considering alternative materials, tools or techniques that could enhance the product. Technical knowledge Threading needles independently. Beginning to follow simple patterns or templates that require accurate cutting or measuring. Using pins effectively to secure a template to fabric without creases or bulges. Attaching objects like buttons using thread. Tying strong knots.	Designing a steady hand game, identifying and naming the components required. Drawing a design from three different perspectives. Generating ideas through sketching and discussion. Modelling ideas through prototypes. Understanding the purpose of products (toys), including what is meant by 'fit for purpose' and 'form over function'. Constructing a stable base for a game. Accurately cutting, folding and assembling a net. Decorating the base of the game to a high-quality finish. Making and testing a circuit. Incorporating a circuit into a base. Testing their own and others' finished games, identifying what went well and making suggestions for improvement. Gathering images and information about existing children's toys. Analysing a selection of existing children's toys.	Design Identifying more complex problem statements that consider multiple factors and constraints with guidance. Developing more independence in generating ideas. Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality. Using 3D CAD software to communicate their ideas. Using a series of prototypes to refine and improve their designs. Make Producing lists of equipment, materials and tools that they need for a task. Selecting materials, components or ingredients based on research or user needs. Assessing risks associated with different tools and equipment. Understanding and explaining the importance of each safety rule. Consistently apply safety instructions. Using a ruler to accurately measure and draw lines and marks. In small groups, cutting harder wood with a saw. Cutting in a back-and-forth sawing motion where appropriate. Balancing aesthetics and functionality when creating parts of a design. Considering when best to apply finishing effects. Evaluate Reflecting on the usability, aesthetics, innovation and sustainability of products and discussing how design choices impact these aspects. Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost. Considering alternative materials, tools or techniques that could enhance the product. Technical Understanding how to reinforce structures to make them more stable. Using triangulation to strengthen or stabilise a	Writing a recipe, explaining the key steps, method and ingredients. Including facts and drawings from research undertaken. Following a recipe, including using the correct quantities of each ingredient. Adapting a recipe based on research. Working to a given timescale. Working safely and hygienically with independence. Evaluating a recipe, considering: taste, smell, texture and origin of the food group. Taste testing and scoring final products. Suggesting and writing up points of improvements in productions. Evaluating health and safety in production to minimise cross contamination.	Design Noticing wider-reaching problems or needs in the community. Coming up with a broader range of ideas and deeper innovation, requiring pupils to think critically about their ideas' practicality and originality. Beginning to use more complex annotated sketches, such as cross-sectional and exploded diagrams and pattern pieces in design. Make Producing lists of equipment, materials and tools that they need for a task. Selecting materials, components or ingredients based on research or user needs. Explaining their choices, referring to their research. Considering which equipment will work well together. Choosing from the known range of equipment available to them with little guidance. Assessing risks associated with different tools and equipment. Understanding and explaining the importance of each safety rule. Consistently apply safety instructions. Cutting jelutong or other harder wood with a coping saw or a tenon saw in small groups. Cutting in a back-and-forth sawing motion where appropriate. In supervised groups, using hot glue guns safely. Recognising that hot glue is useful for joining materials that need a strong bond that sets quickly. Evaluate Assessing their designs against a more complex set of design criteria that includes functionality, aesthetics, user experience, sustainability and cost. Providing feedback that is helpful, specific and encouraging. Incorporating feedback from peers or users to improve their product further, explaining the changes they made and the impact they had.	

DT Firecrests YEAR4 & 5UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 4 Key Knowledge	To know that smaller stitches with similar colour thread to the fabric can hide the stitching. To know that thread of a different colour to the fabric will make the stitch more decorative. Key knowledge by unit To know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. To know that when two edges of fabric have been joined together it is called a seam. To know that it is important to leave space on the fabric for the seam. To know that some products are turned inside out after sewing so the stitching is hidden. To know that different fastening types are useful for different purposes. To know that a fastening is something that holds two pieces of material together. - Identifying needs and problems - To know that a problem or need is something that a designer can help to solve. - Developing for a user - To know that a target audience is a group of people that might like the idea.	To know that an electrical system is a group of parts (components) that work together to transport electricity around a circuit. To know some common features of an electric product (e.g. switch, battery, plug, dials, buttons, etc). Key knowledge by unit To know that a battery contains stored electricity that can be used to power products. To know that an electrical circuit must be complete for electricity to flow. To know that a switch can be used to complete and break an electrical circuit.	To know how a range of structures are built. To know a shell structure is a hollow shape with a thin outer layer. To know that 3D shapes can form structures. To know that structures can be strengthened by manipulating materials and shapes. Key knowledge by unit To stiffen structures by layering. To strengthen structures by layering materials (lamination). To strengthen structures by ribbing. Generating ideas To know that thinking together can help generate ideas. To know that not everything can be made in the classroom. Communicating ideas To know that CAD is computer-aided design. To know that CAD can be used to better communicate ideas. o know that ordering the steps of a build can make it easier. Selecting materials To know that form is the look and shape of something. To know that function is what something does and how it works. Selecting equipment To know that different pieces of equipment will be used at different stages in a plan. Tool safety To know that different tools and equipment have different dangers. Tool use	Evaluating existing products To know that some products are more successful than other because of their function. To know that designers and inventors create products. Evaluating own ideas and products To know that choices of materials and equipment can affect the final product. To know that feedback is ideas and suggestions from other people that can help improve their work. Giving and receiving feedback To know that the better the suggestions the better the feedback. To know that they can choose to use feedback or not. To know that not all fruits and vegetables can be grown in the UK. To know that climate affects food growth. To know that vegetables and fruit grow in certain seasons. To know that cooking instructions are known as a 'recipe'. To know that imported food is food which has been brought into the country. To know that similar coloured fruits and vegetables often have similar nutritional benefits. Key knowledge by unit To know that the appearance of food is as important as taste. To know which foods are grown in the UK in a specified season. To know which foods can be cut and peeled using equipment. To know that the amount of an ingredient in a recipe is known as the 'quantity.' To know that safety and hygiene are important when cooking. To know the following cooking techniques: sieving, measuring, stirring, cutting out and shaping.	To understand that a mechanical system can allow us to move something more easily. To know that mechanical systems have more than one mechanism that moves to make them work. To know that mechanical systems are often hidden in products to make them look more appealing. Key knowledge by unit To know that pushing air can be used to move a mechanism. To know that linkages can be used to create more movement in a mechanical system. To know that a combination of mechanisms can improve a product. To know that by using a mechanical system, they can make the car go further. To know that either the wheels move around the axle or with the axle and the advantages and disadvantages of each.	

DT Firecrests YEAR4 & 5UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 5 Key Knowledge	Design: To know: Different materials have different costs. Original and innovative ideas are different from what has been made before. Drawings and diagrams can be communicated in 3D. Improving on prototypes can help to improve the final design. Make To know: Materials and equipment lists help to plan better. Aesthetics are the way something looks. Research can help decide which materials are best for both aesthetics and functional properties. Risks are things that might go wrong. Different measuring tools can be useful depending on what is being measured. The shape of an object can affect both its aesthetics and function. Aesthetics is how something looks. Nets can be folded to create 3D shapes. Texture can provide functional properties as well as aesthetic. Evaluate To know: Sustainability means thinking about the materials that were used to make a product and how the product was made. Looking at other designers' work can help inform designs. Their final product can still be improved by using different materials or techniques. Evaluating their designs in detail will help them understand its successful and less successful parts. Explaining how they used feedback to improve their design can help them create better products in the future. Technical knowledge To know: Using a template (or clothing pattern) helps to accurately mark out a design on fabric. Complete products are sometimes made in parts that are sewn together. Consistently sized stitches improve the aesthetic of a product.	To know that 'form' means the shape and appearance of an object. To know the difference between 'form' and 'function'. To understand that 'fit for purpose' means that a product works how it should and is easy to use. To know that 'form over purpose' means that a product looks good but does not work very well. To know the importance of 'form follows function' when designing: the product must be designed primarily with the function in mind. To understand the diagram perspectives 'top view', 'side view' and 'back'.	Design To know: Constraints are limits or conditions when making a product. Environmental impact is how the product and making the product might affect the environment. Original and innovative ideas are different from what has been made before. Drawings and diagrams can be communicated in 3D. Annotations are detailed labels and comments on diagrams. Improving on prototypes can help to improve the final design. Make To know: Materials and equipment lists help with planning. Risks are things that might go wrong. The shape of an object can affect both its aesthetics and function. Aesthetics is how something looks. The finish can make a product suitable to be used outside. Evaluate To know: Sustainability means thinking about the materials that were used to make a product and how the product was made. Their final product can still be improved by using different materials or techniques. Evaluating their designs in detail will help them understand its successful and less successful parts. Technical To know: A frame structure supports or holds a shape, and is made up of strong parts joined together, like a skeleton or a climbing frame. How to reinforce structures. Triangles can be used to reinforce structures. Triangles can create strong and stable structures. Bracing is a way of reinforcing a structure.	To know: That 'flavour' is how a food or drink tastes. That many countries have 'national dishes' which are recipes associated with that country. That 'processed food' means food that has been put through multiple changes in a factory. That it is important to wash fruit and vegetables before eating to remove any dirt and insecticides. What happens to a certain food before it appears on the supermarket shelf (farm to fork).	Which mechanisms are working together to make a mechanical system. That there are different directions of movement. That mechanisms can change one type of movement to another.	
Key Vocabulary	innovative pattern piece seam allowance	assemble battery battery pack benefit bulb bulb holder buzzer circuit circuit symbol component conductor copper design design criteria evaluation fine motor skills fit for purpose form function gross motor skills insulator LED user	aesthetic alternative constraint innovate reinforce triangulation	balance bitter bridge method complement cookbook cross-contamination enhance equipment farm to fork flavours ingredients method pairing preparation recipe research salty sour storyboard sweet umami	accurate automata axle bench hook cam cam profile component cross-sectional diagram diagram dowel evaluate exploded diagram follower form frame function housing mechanism storefront visual	

Computing

Computing FIRECRESTS YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Programming: Micro Bit	Computer Systems and Networks: Exploring AI	Mars Rover 1	Skills Showcase: Mars Rover 2	Bletchley Park and the history of computers	Skills showcase: Inventing a product Designing an electronic product through coding, debugging and computer-aided design to understand how digital technologies support product development
Unit Outcomes	- Explore and test simple programs on the micro:bit. - Predict and describe how code will work before running it. - Plan and create animations using LED displays. - Use inputs, variables and conditions to build interactive programs. - Create programs that react to sensor data, such as pedometers and weather checkers. - Create a program that responds to real-time sensor readings. - Test, debug and evaluate programs by identifying and fixing problems.	- Explain what AI is and its basic functions. - Identify real-life applications of AI that are commonly used in everyday life. - Identify how AI understands and processes text and image prompts. - Generate and refine prompts to achieve the best possible response from AI. - Identify how AI generates code and how it can be useful in web design. - Identify how AI can be a useful starting point for a project. - Explain the key ethical considerations of AI. - Debate the potential of AI replacing human roles, presenting well-structured arguments.	- Identify some types of data the Mars Rover could collect (for example, photos). - Explain how the Mars Rover transmits the data back to Earth and the challenges involved. - Read any number in binary, up to eight bits. - Identify input, processing and output on the Mars Rovers. - Use a column method to add two 8-bit binary numbers. - Relate binary signals (Boolean) to a simple character-based language, ASCII.	- Create a pixel picture, explaining that a pixel is the smallest element of a digital image and that binary is used to code and transfer this data. - Save a JPEG as a bitmap and recognise the difference in file size as well as explaining how pixels are used to transfer image data. - Explain the ‘fetch, decode, execute’ cycle in relation to real-world situations. - Create a profile with a safe and suitable username and password and begin to use 3D design tools. - Independently take tutorial lessons, applying what they have learnt to their design and understand the importance of using an online community responsibly.	- Explain that codes can be used for a number of different reasons and decode messages. - Explain how to ensure a password is secure and how this works. - Explain the importance of historical figures and their contribution towards computer science. - Present information about their historical figures in an interesting and engaging manner. - Develop an idea for a computer of the future and create a simple design. - Produce a simple audio advert with simple edits, which demonstrate an understanding of how to use the software.	- Evaluate code, understand what it does and adapt existing code for a specific purpose. - Debug programs and make them more efficient using sequence, selection, repetition or variables. - Design appropriate housing for their product using CAD software, including any input or output devices needed to make it work. - Create an appealing website for their product aimed at their target audience, which explains what their product is and what it does using persuasive language. - Create an edited video of their project, articulating the key benefits. - Describe and show how to search for information online and be aware of the accuracy of the results presented.

Computing FIRECRESTS YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 4 Key Skills	• Making links between different programming interfaces that they are faced with. • Recognising examples of programming elements in real-life applications (e.g. live loops in music or variables in pedometers). • Planning a program to be downloaded to a physical system/device to solve a particular problem. • Decomposing a program independently when given a specific outcome or task to achieve. • Programming a physical system that has the capability for sensory input (e.g. a micro:bit). • Independently using loops to make code more efficient in text-based or block-based programs. • Using nested loops to make code more efficient. • Explaining what a program does and how it works, referring to the inputs and outputs. • Becoming more efficient and effective at debugging their programs. • Systematically identifying mistakes, problems or ‘bugs’ in a program.	Identify different types of AI and their applications in everyday life. Exploring text-based and image-based AI tools to understand how they generate content. Applying coding skills like decomposition and pattern recognition to interact with AI applications.	• Learning that a separate computer can program external devices. • Recognising how the size of RAM affects the processing of data. • Recognising that computers transfer data in binary and understanding simple binary addition. • Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. • Understanding how data is collected in remote or dangerous places. • Understanding how data might be used to tell us about a location. • Learn about different forms of communication that have developed with the use of technology.	Learning the difference between ROM and RAM. Recognising how the size of RAM affects the processing of data. Understanding the fetch, decode, execute cycle. Learning how the data for digital images can be compressed. Recognising that computers transfer data in binary and understanding simple binary addition. Understanding how bit patterns represent images as pixels. Using logical thinking to explore software more independently, making predictions based on their previous experience. Independently learning how to use 3D design software package TinkerCAD. Learn about different forms of communication that have developed with the use of technology.	Learning about the history of computers and how they have evolved over time. Using past experiences to help solve new problems. Writing increasingly complex algorithms for a purpose. Debugging quickly and effectively to make a program more efficient. Remixing existing code to explore a problem. Changing a program to personalise it. Evaluating code to understand its purpose. Predicting code and adapting it to a chosen purpose.	Identifying what the internet can be used for. Recognising visual and text-based programming languages. Recognising further examples of computers being programmed by humans to perform simple tasks. Capturing digital images (e.g. photos and video). Adding layers to create digital content both photos and videos. Using the features of a word processor (e.g. tabs and hyperlinks) to structure digital content. Editing and refining images (e.g., cropping, adjusting brightness/contrast). Editing and refining video content (e.g., trimming, adjusting brightness/contrast). Using content blocks to insert text and images into a webpage.

Computing FIRECRESTS YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 5 Key Skills	• Making links between different programming interfaces that they are faced with. • Recognising examples of programming elements in real-life applications (e.g. live loops in music or variables in pedometers). • Planning a program to be downloaded to a physical system/device to solve a particular problem. • Decomposing a program independently when given a specific outcome or task to achieve. • Programming a physical system that has the capability for sensory input (e.g. a micro:bit). • Independently using loops to make code more efficient in text-based or block-based programs. • Using nested loops to make code more efficient. • Explaining what a program does and how it works, referring to the inputs and outputs. • Becoming more efficient and effective at debugging their programs. • Systematically identifying mistakes, problems or ‘bugs’ in a program.	Identify different types of AI and their applications in everyday life. Exploring text-based and image-based AI tools to understand how they generate content. Applying coding skills like decomposition and pattern recognition to interact with AI applications. Analysing the effectiveness of prompts and refining them for improved AI outputs. Exploring ethical considerations around AI use and its impact on society.	• Learning that a separate computer can program external devices. • Recognising how the size of RAM affects the processing of data. • Learning the vocabulary associated with data: data and transmit. • Recognising that computers transfer data in binary and understanding simple binary addition. • Relating binary signals (Boolean) to the simple character-based language, ASCII. • Learning that messages can be sent by binary code, reading binary up to eight characters and carrying out binary calculations. • Understanding how data is collected in remote or dangerous places. • Understanding how data might be used to tell us about a location. • Learn about different forms of communication that have developed with the use of technology.	• Learning the difference between ROM and RAM. • Recognising how the size of RAM affects the processing of data. • Understanding the fetch, decode, execute cycle. • Learning how the data for digital images can be compressed. • Recognising that computers transfer data in binary and understanding simple binary addition. • Understanding how bit patterns represent images as pixels. • Using logical thinking to explore software more independently, making predictions based on their previous experience. • Independently learning how to use 3D design software package TinkerCAD. • Learn about different forms of communication that have developed with the use of technology.	• Learning about the history of computers and how they have evolved over time. • Using past experiences to help solve new problems. • Writing increasingly complex algorithms for a purpose. • Debugging quickly and effectively to make a program more efficient. • Remixing existing code to explore a problem. • Changing a program to personalise it. • Evaluating code to understand its purpose. • Predicting code and adapting it to a chosen purpose. • Using logical thinking to explore software independently, iterating ideas and testing continuously. • Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions. • Using design software Tinkercad to design a product. • Creating a website with embedded links and multiple pages. • Understanding how search engines work. • Using search engines safely and effectively. • Understanding the importance of secure passwords and how to create them. • Using the understanding of historic computers to design a computer of the future. • Planning, recording and editing an audio recording. • Creating and editing sound recordings for a specific purpose.	• Using past experiences to help solve new problems. • Writing increasingly complex algorithms for a purpose. • Debugging quickly and effectively to make a program more efficient. • Remixing existing code to explore a problem. • Changing a program to personalise it. • Evaluating code to understand its purpose. • Predicting code and adapting it to a chosen purpose. • Using logical thinking to explore software independently, iterating ideas and testing continuously. • Creating and editing videos, adding multiple elements: music, voiceover, sound, text and transitions. • Using design software Tinkercad to design a product. • Creating a website with embedded links and multiple pages. • Understanding how search engines work. • Using search engines safely and effectively.
Year 4 Key Knowledge	Code may sometimes need to be downloaded onto a physical system/device. Devices with sensors (such as pedometers, security systems, thermostats and light sensors) are often programmed to perform specific tasks in reaction to the input from the sensors. Running a program to identify errors should be done before checking the code. Errors in a program could be a result of forgetting to ‘end’ a loop. Typing and spacing are very important in text-based languages and can cause errors in code if used incorrectly.	AI is artificial intelligence and is used in everyday life. AI is trained on data to recognise patterns and generate outputs. AI can be used to generate written content. AI can be used to create visual content like pictures. AI can help generate basic HTML code to create the structure and layout of a website. There are ethical issues surrounding AI, including data privacy, bias and responsible use.	Mars Rover is a motor vehicle that collects data from space by taking photos and examining rock samples. What numbers using binary code look like and be able to identify how messages can be sent in this format. RAM is Random Access Memory and acts as the computer’s working memory. What simple operations can be used to calculate bit patterns	• To understand that bit patterns represent images as pixels. • To understand that the data for digital images can be compressed. • To know the difference between ROM and RAM. • To understand various techniques that will improve the design of a 3D object (using CAD software).	• The importance of having a secure password and what brute force hacking is. • The first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. • About some of the historical figures that contributed to technological advances in computing. • What techniques are required to create a presentation using appropriate software. • Sound clips can be recorded using sound recording software. • Sound clips can be edited and trimmed.	What designing an electronic product involves. Which programming software/ language is best to achieve a purpose.

Computing FIRECRESTS YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 5 Key Knowledge	- Code may sometimes need to be downloaded onto a physical system/ device. - Devices with sensors (such as pedometers, security systems, thermostats and light sensors) are often programmed to perform specific tasks in reaction to the input from the sensors. - Running a program to identify errors should be done before checking the code. - Errors in a program could be a result of forgetting to 'end' a loop. - Typing and spacing are very important in text-based languages and can cause errors in code if used incorrectly.	AI is artificial intelligence and is used in everyday life. AI is trained on data to recognise patterns and generate outputs. AI can be used to generate written content. AI can be used to create visual content like pictures. AI can help generate basic HTML code to create the structure and layout of a website. There are ethical issues surrounding AI, including data privacy, bias and responsible use.	- Mars Rover is a motor vehicle that collects data from space by taking photos and examining rock samples. - What numbers using binary code look like and be able to identify how messages can be sent in this format. - RAM is Random Access Memory and acts as the computer's working memory. - What simple operations can be used to calculate bit patterns	- To understand that bit patterns represent images as pixels. - To understand that the data for digital images can be compressed. - To know the difference between ROM and RAM. - To understand various techniques that will improve the design of a 3D object (using CAD software).	- The importance of having a secure password and what brute force hacking is. - The first computers were created at Bletchley Park to crack the Enigma code to help the war effort in World War 2. - About some of the historical figures that contributed to technological advances in computing. - What techniques are required to create a presentation using appropriate software. - Sound clips can be recorded using sound recording software. - Sound clips can be edited and trimmed.	- What designing an electronic product involves. - Which programming software/ language is best to achieve a purpose. - The building blocks of computational thinking, for example, sequence, selection, repetition, variables and inputs and outputs.
Year 4 Key Vocabulary	- Programming - loop - variable - condition - if statement	- Data transfer and networks - Cloud - Network - World Wide Web (web) - web page	Computational thinking and problem solving - decomposition - abstraction - pattern recognition - algorithm design	Computational thinking and problem solving - decomposition - abstraction - pattern recognition - algorithm design	- acrostic code - audio advert - brute force hacking - Caesar cipher - chip and PIN system - cipher - combination - date shift cipher - discovery - invention - Nth letter cipher - password	abstraction adapt advert algorithm bug code coding debug design edit electronic evaluate image rights images information input loop photos video website

Computing FIRECRESTS YEAR 4 & 5	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 5 Key Vocabulary	- conditional statement - condition (LKS2) - variable (LKS2)	- AI - AI-generated image - AI-generated text - algorithm - applications - authenticity - code - considerations - debate - ethical - fake - generate - HTML - implications - instructions - modify - output - prompt - refine - response - trained	8-bit binary - ASCII - binary - Boolean - byte - CPU - data - data size - distance - input - Mars Rover - output - planet - processing - RAM - scientist - signal - store - transmit - UHF	3D - algorithm - binary - bitmap - CAD - compression - CPU - data - drag and drop - fetch-decode-execute - input - JPEG - memory - operating system - output - pixels - RAM - RGB - ROM - transmission - tinkering	- acrostic code - audio advert - brute force hacking - Caesar cipher - chip and PIN system - cipher - combination - date shift cipher - discovery - invention - Nth letter cipher - password - pigpen cipher - scrambled - script - secret - secure - technological advancement - trial and error	- abstraction - adapt - advert - algorithm - bug - code - coding - debug - design - edit - electronic - evaluate - image rights - images - information - input - loop - photos - product - program - repetition - selection - sequence - software - structure - variable - video - website

Music

MUSIC Firecrests YEAR 4 & 5 UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Area of Learning	Film Music	Developing singing technique (Theme: Vikings)	Musical theatre	Theme and variations (Theme: Pop Art)	INSTRUMENTAL RECORDERS EARTHLIGHT (SING UP - https://www.singup.org/music/sing-up-music-curriculum/play-recorder-earthlight)	Songs of World War 2

MUSIC Firecrests YEAR 4 & 5 UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Unit Outcomes	Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms ‘major’ and ‘minor’. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and perform their composition appropriately with their group. Create sounds that relate to the scene of a film.	Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune. Make suggestions for improving their performance.	Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.	Performing rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product.	Musical focus: Consolidate the notes B A G C D. Introduce low E, low D, F# and C#, learning the technique for lower notes (warm air and careful right-hand position). Explore pentatonic and major scales (G pentatonic and D major). Play and recognise notes from the score with increasing fluency. Develop control of articulation. Listen to a wide variety of music and create sound pictures based on images. Pieces: Earthlight by Miriam Monaghan and Emma Coulthard; ‘Winter’ from The four seasons by Antonio Vivaldi; ‘Mercury’ and ‘Saturn’ from Kepler’s planets by Miriam Monaghan; Skye boat song Traditional Scottish; Fantasy for recorder and string quartet by Malcolm Arnold; ‘Lullaby’ and ‘Elves’ dance’ from Five lyric pieces by Edvard Grieg; Ernesto’s rhumba by Tali Rubinstein; ‘Shoot out’ from The Fantastic Mr Fox soundtrack by Alexandre Desplat; ‘The boar’ from The lost king soundtrack by Alexandre Desplat.	Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.
Year 4 & 5 Key Skills	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying how features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others’ work. Improvising coherently and creatively within a given style, incorporating given features. Recording compositions using an appropriate form of notation and/or technology. Constructively critique their own and others’ work, using musical vocabulary. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Using musical vocabulary to offer constructive and precise feedback on others’ performances.	Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology. Offering constructive feedback on others’ performances.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Using musical vocabulary to offer constructive and precise feedback on others’ performances.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work. Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Constructively critique their own and others’ work, using musical vocabulary. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation.	To develop and extend recorder playing skills, including a focus on the right hand low notes. To practise slurred and staccato articulation. To support learning and practice of notes in the D major scale and the G pentatonic scale. To support note reading on staff notation. As an ensemble performance piece. To explore improvisation. As the inspiration for creative composition. To demonstrate that the recorder is a versatile and exciting instrument, which can be used by solo and ensemble performers, and in conjunction with other instruments.	Discussing musical eras in context, identifying how they have influenced each other and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating them to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affect the way a piece of music sounds. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following conductor’s cues and directions. Using musical vocabulary to offer constructive and precise feedback on others’ performances.

MUSIC Firecrests YEAR 4 & 5 UNIITS	AUTUMN	AUTUMN 2	SPRING	SPRING 2	SUMMER	SUMMER 2
Year 4 & 5 Key Knowledge	To know that a film soundtrack includes the background music and any songs in a film. To understand that ‘major’ key signatures use note pitches that sound cheerful and upbeat. To understand that ‘minor’ key signatures use note pitches that can suggest sadness and tension. To know that ‘graphic notation’ means writing music down using your choice of pictures or symbols but ‘staff notation’ means music written more formally on the special lines called ‘staves’.	The group of pitches in a song is called its ‘key’ and that a key decides whether a song sounds happy or sad. Different notes have different durations and crotchets are worth one whole beat. That ‘reading’ music means using how the written note symbols look and their position to know what notes to play. That written music tells you how long to play a note for.	To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel. To know that choreography means the organisation of steps or moves in a dance. To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.	To know that a ‘theme’ is a main melody in a piece of music. To know that ‘variations’ in music are when a main melody is changed in some way throughout the piece. To know that ‘The Young Person’s Guide to the Orchestra’ was written in 1945 by Benjamin Britten. To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly.	N/A	To know that ‘Pack up your troubles in your old kit bag’ and ‘We’ll meet again’ are examples of songs popular during WW2. To know that the Solfa syllables represent the pitches in an octave. To know that a ‘counter-subject’ or ‘counter-melody’ provides contrast to the main melody. To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Year 4 & 5 Key Vocabulary	• accelerando • body percussion • brass • characteristics • chords • chromatics • clashing • composition • conversation • convey • crescendo • descending • dynamics • emotion • evoke • features • imagery • improvise • interpret • interval • major • melodic • military • minor • modulate • orchestral • pitch • polished • sequence • solo • soundtrack • symbol • timpani • tension • texture • tremolo • unison • urgency	• beat • coordination • crotchet • discipline • duration • dynamics • improve • layer • lyrics • minim • notation • notes • quaver • rehearse • rhythm • tempo	• action song • backdrop • book musical • character song • choreographer • composer • comic opera • costumes • designer • dialogue • director • duet • ensemble • hip-hop musical • jukebox musical • librettist • libretto • lyricist • musical director • musical theatre • opera • operetta • performers • props • rock musical • scene • solo • tempo • timbre • transitions	• 3/4 time • 4/4 time • accidentals • body percussion • diaphragm • legato • motif • orchestra • percussion • phrases • pitch • pizzicato • pulse • quaver • rhythm • rhythmic elements • section • semi-quaver • staccato • tempo • theme • TIKI-TIKI, TI-TIKI, TIKI-TI • translate • variations • vocal line • woodwind	• Length: 3’34. • Time signature: 4/4 and 3/4. • Structure: Through composed, multiple sections. • Style: cinematic, folk, rock. • A sung melody. • 3 differentiated recorder parts: • Part 1 (B A G F#) • Part 2 (Low/F#) • Part 3 (Left hand) • Part 4 (Optional melody) • Rhythm combinations include minims, crotchets, crotchets/semiquavers, dotted minim/crotchet, crotchets/paired quavers, paired quavers/dotted minim, dotted crotchet/quaver.	• accuracy • backing track • compare • contrast • complement • control • counter-melody • diaphragm • dynamics • era • expression • features • graphic score • harmony • harmonise • lyrics • melody • melody line • morale • notate • octave • parts • performance techniques • phrase • phrasing • pitch • purpose • score • Solfa • Solfa ladder • tempo

French

French Year 4/5 Firecrests	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Portraits - describing in French	Meet my French family	Clothes. -Getting dressed in France	French weather	Exploring the French speaking world	Planning a French Holiday

Unit outcomes	Identify rhyming words and the same phonemes in different words. Listen for specific words and phrases. Apply language detective strategies such as use of cognates to work out meaning. Understand how the gender and number of a noun modifies adjectives. Explain where to place different types of adjectives in relation to the noun. Use familiar language to speak in sentences. Attempt to build accurate written sentences using a model.	Recognise words that are similar to English. Notice patterns in word order. Identify key information within a longer text. Adapt a sentence to change the meaning. Use a negative expression. Apply some understanding of French pronunciation. Present ideas and information orally.	Use a bilingual dictionary confidently. Engage in conversations. Apply correct adjectival agreement for regular adjectives. Apply correct word order in sentences containing adjectives. Present a presentation on a familiar topic. Pronounce familiar language accurately. Build statements from new vocabulary.	Match numerals and words correctly. Count up in multiples of ten. Use physical response to show understanding of specific phrases. Give and respond to directions. Use specific structures to describe the weather and the temperature. Pronounce weather phrases accurately. Perform a rap from memory in French. Present information clearly with accurate pronunciation. Locate cities on a map of France.	Read and understand a range of sentences including directions. Recognise and respond to directions. Form directional phrases accurately by applying grammatical rules. Ask, answer questions and seek clarification. Apply language detective strategies to work out meaning in spoken and written sources.	Read and understand a simple story. Identify use of present and future tenses in reading and listening. Know how to form the near future tense. Speak in sentences. Integrate familiar language into a new context. Create a written paragraph including present and future tenses. Use a bilingual dictionary confidently.
Year 4 Skills	To name some famous paintings by French artists Recognising, asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Beginning to form opinion phrases. Using a variety of conversational phrases. Using short phrases to give information. To know that most adjectives are placed after the noun in French. To know that adjectives of size such as petit and grand are placed before the noun. To know that the ending of an adjective changes depending on the gender and number of the noun it describes. To know that certain colour adjectives are invariable and do not change in the feminine form: rouge; that some do not change in feminine or plural forms: marron, orange.	Recognising how intonation and gesture are used to differentiate between statements and questions Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play, song or story Selecting and writing simple words and short phrases, some from memory. Making short phrases or sentences using word cards, knowledge organisers and cloze exercises. To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e' . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that the pronoun ça means 'it'. To know that the pronoun y means 'there'. To know that the preposition à can be contracted with a definite article to indicate a place: au/à	la/aux. To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator. To understand that every French noun is either masculine or feminine. To know that the gender affects the form of the indefinite article un or une. To know that feminine nouns often (but not always) end in 'e' . To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: des ciseaux. To know that the pronoun ça means 'it' To know that the pronoun y means 'there' To know that the preposition à can be contracted with a definite article to indicate a place: au/à la/aux. To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some' : un, une, des. To know that I can find the gender of a noun by looking it up in the dictionary where French nouns are followed by a gender indicator.	Listening and responding to single words, short phrases and full sentences. Listening and noticing rhyming words when joining in with songs. Beginning to notice common spelling patterns. Reading aloud some words from simple songs, stories and rhymes Following a short text or rhyme, listening and reading at the same time. Recognising some familiar French words in written form. Beginning to understand and notice cognates and near cognates. Beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary, Recognising, asking and/or answering simple questions. Forming simple statements with information including the negative. Practising speaking with a partner. Beginning to form opinion phrases. Using a variety of conversational phrases. Using short phrases to give information. Recognising, repeating and adapting phrases from familiar rhymes and songs. Using a model to form a spoken sentence. Listening and repeating key phonemes with care. Recognising that sounds and spelling patterns can be different from English. Recognising how intonation and gesture are used to differentiate between statements and questions Discussing strategies for remembering and applying pronunciation rules. Building confidence by repeating short phrases with increasing accuracy. Introducing self to a partner with simple phrases. Rehearsing and performing a short role-play, song or story.	Beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary, To know that the word order is sometimes different in French compared to English. To know that we can use conjunctions such as et (and), mais (but) and puis (then) to join phrases/clauses. To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi. To know that accents in French can change the sound of a letter. To know that months, seasons and days of the week in French are not capitalised unless used at the beginning of a sentence. To know that basic sentence structure English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French	Beginning to explore various language detective strategies. Using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using visual and contextual clues to make predictions about the meaning of unfamiliar vocabulary, Selecting and writing simple words and short phrases, some from memory. Making short phrases or sentences using word cards, knowledge organisers and cloze exercises. Choosing appropriate adjectives from a range of adjectives.

Year 5 skills	Listening to and repeating key phonemes with a degree of accuracy. Showing understanding by joining in and responding. Practising speaking with a partner using familiar language. Recognising some familiar language used in a new context. Creating short phrases or sentences using word cards and a knowledge organiser. Describing the physical features and personality of a third person. Asking and answering questions using high frequency verbs. Decoding new language using language detective strategies. Creating accurate spoken and written descriptive sentences from a model.	Recognise words in English that have been borrowed from the French language. Show understanding of simple writing. Decode the gender of a noun from the indefinite article. Speak in sentences using familiar vocabulary. Use familiar high frequency verbs to present information about someone else. Express likes and dislikes. Organise words correctly to build phrases and sentences.	Asking and answering questions. Applying correct word order. Constructing sentences using a model. Writing some words and phrases from memory. Applying simple adjectival agreement. Using the correct indefinite article depending on the gender and number of the noun. Using the correct possessive adjective for a given noun by determining its gender and number. Recalling colour adjectives from previous learning and using these in a new context. Expressing opinion using a range of verbs.	Linking the sound and spelling of new words. Repeating memorised language with increasing accuracy. Using learned phrases to convey information. Using two prepositions to indicate location. Expressing ideas clearly by speaking with increasing fluency. Using conjunctions to extend sentences.	Recognising and responding to directional language. Recalling number vocabulary and using this to describe distance. Asking and answering questions with accurate pronunciation and intonation. Using gist to develop an understanding of spoken French. Reading fiction and non-fiction texts to extract key points. Writing sentences using familiar language. Present information orally using weather-related vocabulary.	Language comprehension Independently identifying rhyming words and spelling patterns when joining in with songs. Reading short authentic texts for enjoyment or information. Identifying and extracting key information in a range of authentic texts. Reading and using language detective skills to assess meaning including context, text type and sentence structure. Confidently using a bilingual dictionary to find the meaning of unknown words and check the spelling of unfamiliar words. Using a bilingual dictionary to select alternative vocabulary for independent sentence building. Language production Planning, asking and answering questions. Developing extended sentences to justify a fact or opinion. Rehearsing and recycling extended sentences orally. Speaking in full sentences using known vocabulary. Planning and giving a short oral presentation. Using intonation and gesture to differentiate between statements and questions. Speaking and reading aloud with increasing confidence and fluency. Giving a presentation drawing upon learning from a number of previous topics. Adapting model sentences to express different ideas. Using existing knowledge of vocabulary and phrases to create new sentences. Writing a short text using word and phrase cards, knowledge organisers and a bilingual dictionary to model or scaffold. Generating the correct form of an adjective that agrees with the singular or plural noun it is describing. Using a wide range of descriptive words and phrases independently.
Year 5 & 4 Knowledge	To recognise the definite article in the plural form. To identify adjectives in feminine and plural forms. To know that most adjectives change depending on whether the noun they describe is masculine, feminine or plural. To recognise that some adjectives are irregular and do not follow a rule. To understand how and why adjectives must agree with the noun they are describing. To recognise the difference in the placement of adjectives in French and English. To know that certain colour adjectives are invariable and do not change in the feminine and/or plural forms. To know which subject pronoun to employ when talking about someone else. To know that certain letters at the end of a word in French are not pronounced.	To know that the choice of indefinite article will depend on whether the noun is masculine or feminine, and in the singular or plural form. To know that when talking about something we do not have, the indefinite article is replaced with 'de' in a negative structure. To know that when a sentence refers to both masculine and feminine people or things, the masculine gender takes precedence. To know that the possessive adjective 'my' depends on the noun to which it refers and that it must agree with the gender and number of that noun. To know that when a singular feminine noun begins with a vowel, the masculine form of the possessive adjective is used to harmonise pronunciation. To know that there is no possessive apostrophe in French and that this changes the word order in the sentence.	To understand adjectival position in a sentence. To know what adjectival agreement means. To know that some adjectives are invariable and do not change in the feminine and plural forms. To know that some adjectives are irregular and do not follow a pattern for adjectival agreement. To know when to use an indefinite article or a possessive adjective. To know that the last consonant in a word in French is pronounced if it followed by an 'e'. To know how to use a bilingual dictionary to cross check the correct meaning of a word.	To know that Celsius is used to measure temperature in Europe. To know the punctuation spaces required when using two or more-part punctuation marks and symbols in French. To know how to use the partitive article 'de' with specific weather structures. To know how the preposition à changes when used with the definite article of a noun, and that this depends on the gender and number of the noun. To name several conjunctions that can be used to extend and link sentences.	To know how to contract the preposition 'à' when it is used with the definite article of a noun. To know how to contract 'de' when it is used with the definite article of a noun. To know which specific verbs must be used with the three categories of weather expressions. To locate French-speaking countries on a map. To name some features of countries in the French-speaking world. To show an understanding of national identity and begin to consider stereotypes.	Phonics To consistently recognise and apply changes in sound caused by accents when speaking, especially the acute accent (é) grave accent (è)and cedilla (ç) To know that a change in voice intonation can indicate when a question is being asked. To know that an understanding of different sounds in French can help when attempting to pronounce new vocabulary. Grammar To know whether to use the pronouns il 'he' or elle 'she' when describing someone. To know that adjectives must agree with the gender and number of the noun being described. To know a range of prepositions to describe the position of objects or places. To know all subject pronouns in French and that je contracts to j' when the verb begins with a vowel. To know that compound sentences join two simple sentences together using connectives such as et and mais. To know that the way verbs change to match the pronoun is called conjugation. To know that some verbs do not follow regular patterns, such as avoir (to have) and être (to be) and aller (to go). To conjugate the verbs aller, jouer and faire. To understand that the English language contains some words borrowed from the French language, but that these may have different meanings: les chips – crisps, les baskets– trainers. To know that parce que and/or car(because) can be used to extend a sentence and give a justification. Cultural awareness To know that French is spoken in different countries around the world. To be able to name French-speaking countries and recognise the flags of those countries.

Vocabulary	il a - he has elle a - she has il est - he is elle est - she is les cheveux - hair les yeux - eyes marron - brown (for eyes) bruns - brown (for hair) verts - green (masc plural) bleus - blue (masc plural) roux - ginger blonds - blonde (for hair) châtains - chestnut brown (masc plural) noirs- black (masc plural) sportif (masc) sportive (fem) - sporty poli (masc) - polite polie (fem) - polite petit (masc) - small petite (fem) - small heureux (masc) - happy heureuse (fem) - happy sérieux (masc) - serious sérieuse (fem) - serious	j'ai - I have un frère - a brother une sœur - a sister je n'ai pas - I do not have je n'ai pas de frère - I do not have a brother ou - or je suis fils unique - I am an only child (boy) je suis fille unique - I am an only child (girl) mon/ma/mes - my (masc/fem/ plural) mon père - my dad ma mère - my mum mes grand-parents - my grandparents son anniversaire, c'est le... - his/her birthday is on the... il/elle a... ans - he/she is ... years old j'aime - I like je n'aime pas - I do not like j'adore - I love beaucoup - a lot	un - a (masc) une - a (fem) des - plural of un/une mon - my (masc) ma - my (fem) mes - my (plural) dans ma valise - in my suitcase il y a - there is/are grand(e)(s) - big petit(e)(s) - small il/elle porte - he/she wears j'aime - I like je n'aime pas - I don't like c'est de quelle couleur ? - Which colour is it?	Quel temps fait-il ? - What is the weather like? Il fait beau - it is good weather il neige - it is snowing il pleut - it is raining il y a du soleil - it is sunny il y a du vent - it is windy dans - in le nord - the north l'est - the east le sud - the south l'ouest - the west degrés - degrees Il fait trente degrés - it is thirty degrees trente - thirty quarante - forty cinquante - fifty soixante - sixty soixante-dix - seventy quatre-vingts - eighty quatre-vingt-dix - ninety cent - one hundred	le nord l'est le sud l'ouest dans quel temps fait-il ? il fait beau il fait mauvais il fait chaud il fait froid il pleut il neige il y a du soleil il y a du vent il y a des nuages	aller - to go je vais - I go tu vas - you go (informal) il/elle va - he/she goes nous allons - we go vous allez - you go (formal/group) ils/elles vont - they (masc/fem) go je vais aller - I am going to go rester - to stay faire - to do/make au/en/aux - to (masc/fem/plural) quand - when où - where pourquoi - why en vacances - on holiday en été ou en hiver ? - in summer or in winter? quel temps va-t-il faire? - what will the weather be like? que vas-tu faire ? - what are you going to do? qu'est-ce qu'il y a dans ta valise ? - what is in your suitcase?
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PSHE & RSE

PSHE Year4 & 5 Firecrests	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Name	Connecting with others: Why are healthy relationships important?	The online world: How am I influenced by what I see online?	Citizenship: How can we be in control of our money?	Connecting with others: What does it mean to stand up for myself and others?	The online world: How do I feel about the things I see online?	Staying safe: How can I stay safe as I grow up?
Unit outcomes	Pupils who are secure will be able to: Identify a range of influences that shape identity, such as family, culture, beliefs and personal interests. Link aspects of identity to their own behaviour or choices. Describe what commitment means and give examples of how it can be shown within families in different ways, including legal commitments such as marriage or civil partnerships. Describe ways their own and others’ families support and protect each other and suggest what someone can do if they, or someone they know, feels unsupported and needs help. Describe why healthy friendships matter for wellbeing. Suggest practical ways to start, maintain and repair friendships and recommend positive ways to handle friendship challenges. Select and apply appropriate self-regulation techniques to stay calm and in control during disagreements. Understand what it means to be assertive and the importance of balancing your own needs and wants against being polite and respectful	Pupils who are secure will be able to: Understand that much online content is designed to influence people. Identify how online content can influence people (such as through adverts, videos, trends and opinions (presented as fact). Explain that influence can affect what people buy, watch or believe and is not always obvious. Recognise the difference between fact and opinion. Explain that some people try to influence or mislead people on purpose, for example, to get money, attention or reactions. Evaluate online content and assess whether it is reliable and true. Report content to an adult or online if you think it is deliberately misleading (or makes them feel uncomfortable).	Distinguish between needs and wants when making spending decisions. Identify different sources of income and types of expenditure. Allocate money within a weekly budget while prioritising needs. Explain how a loan works. Evaluate whether taking out a loan is sensible, including the consequences of late repayment. Identify situations where money may be at risk online or offline. Recommend suitable strategies for keeping money safe. Assess the possible risks and consequences of different forms of gambling.	Explain how values guide behaviour choices. Set a personal growth goal and list at least two clear first steps. Identify behaviours that should change in disrespectful situations and name a specific respectful alternativefor each. Apply respectful behaviours in school, in public places, and online during activities. Describe what a personal boundary is and how it can change. Explain how crossing someone's boundary, even as a joke, can harm trust. Apply consent language to model an appropriate response when a boundary is crossed. Identify stereotypes or discrimination accurately within the given scenarios. Choose and justify a safe response to bullying in person and online, including what they would say or do. Name trusted adults in and out of school and describe what they would tell them when asking for help.	Understand how online platforms keep users engaged. Recognise why online gaming can be risky. Analyse how online content can influence how people think and feel. Recognise and respond to harmful online behaviour. Recognise that what we post online can affect ourselves and others. Explain ways to positively respond to online experiences.	Identify hazards and explain the risks they may create in a range of situations at home and outside. Explain how factors such as being alone, distracted or without supervision can increase risk. Describe appropriate actions to take in response to accidents, emergencies and unsafe situations, including when and how to seek help. Explain how to make safe choices when travelling independently, including near railways. Apply the water safety code to identify safer choices in different water environments. Explain how changing circumstances or new information can affect risk and influence decision-making. Identify when peer pressure is happening and suggest safe and appropriate ways to respond. Explain the risks and consequences of drug misuse and suggest strategies to respond to pressure involving drugs

Year 4 Skills

The role of family Describing different ways families can spend time together. Describing ways family members can support each other (listening, helping around the home , looking after when ill, etc). Identifying some common challenges that families might face (e.g. parental separation, moving home, bereavement etc).* Diversity in family structures Recognising different family members and family set-ups in their own and others' families. Family support Identifying some of the challenges that families might face.* Healthy friendships Identifying characteristics they look for in a friend and why. Considering practical ways they can be a good friend to others. Beginning to recognise unhealthy or unhappy friendships.	Being online Identifying what the internet can be used for. Online relationships Identifying the benefits and challenges of online and in-person communication. Communicating respectfully and appropriately in an online environment. Recognising that disrespectful online communication can have a negative impact on others. Risks and harms Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. Identifying some types of online bullying behaviour. Responsible and safe use Choosng whether to accept a friend request in an online game. Recognising that some online features are not suitable for all ages. Questioning whether online information, including from search engines, is accurate. Comparing information from several online sources to help decide which is most reliable. Reporting online Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult.	Developing confidence and responsibility and making the most of their abilities Recognising a wider range of jobs available. Identifying their personal strengths and skills and considering how these relate to jobs. Explaining some common gender stereotypes, why they are unhelpful and how to challenge them. Explaining the pros and cons of changing careers. Preparing to play an active role as citizens Identifying things that can and cannot be recycled. Explaining how reducing, reusing and recycling resources can help the environment. Describing the local council's role in looking after the local area. Recognising the ways in which people's rights can support and protect them.	Respecting each other Using manners when: Getting someone's attention. Eating meals together. Moving around the school or the classroom. Speaking to new people. Considering how words, tone and body language can show respect or disrespect, and recognising how this influences the way others perceive them. Identifying respectful and disrespectful behaviours in a range of scenarios. Recognising when their own behaviour might affect others (e.g. running indoors, shouting, playing music). Exploring how to share spaces fairly and respectfully in real-life situations (e.g. on a bus, in the cinema). Understanding boundaries Communicating personal boundaries clearly (e.g. "I'm not comfortable with that"). Listening and responding respectfully when someone makes a request or expresses a boundary. Recognising when someone's behaviour makes them feel uncomfortable and taking appropriate action (e.g. telling a trusted adult). Respectful conflict Practising saying no or expressing disagreement respectfully. Communicating simple boundaries clearly (e.g. "I don't want to play that game"). Using strategies to manage frustration or disappointment (e.g. walking away, positive self-talk). Self- respect and self- esteem Identifying their own characteristics, strengths, skills and interests. Reflecting on personal achievements and progress. Setting and working towards personal goals with more independence. Beginning to challenge negative self-talk and compare themselves less to others. Valuing diversity Recognising and describing examples of unfair treatment, disrespect or exclusion based on difference (e.g. racial discrimination, gender stereotypes). Describing examples of unfair treatment or exclusion based on visible or invisible differences and explaining how those who experience it might feel.	Being online Identifying what the internet can be used for. Online relationships Identifying the benefits and challenges of online and in-person communication. Communicating respectfully and appropriately in an online environment. Recognising that disrespectful online communication can have a negative impact on others. Risks and harms Recognising that excessive screen time can affect people's mood or stop them from doing other things they enjoy. Identifying some types of online bullying behaviour. Responsible and safe use Choosng whether to accept a friend request in an online game. Recognising that some online features are not suitable for all ages. Questioning whether online information, including from search engines, is accurate. Comparing information from several online sources to help decide which is most reliable. Reporting online Role-playing how to report concerns about bullying, upsetting content or contact from someone they do not know online to a trusted adult.	Recognising unsafe personal situations Recognising that different relationships have different personal boundaries (e.g. friend vs teacher vs family member). Noticing when someone's behaviour is too familiar or inappropriate for the context (e.g. touching, asking private questions, asking to keep secrets). Identifying early warning signs and recognising their own feelings that a situation or person might not be safe when looking at examples, stories or a role-play. Relationship support (Repeated in Connecting with others) Practising how they would ask for help and say 'no' in certain situations.* Naming a range of trusted adults in different settings (e.g. home, school) and identifying other adults who can help in a public space (e.g. police officers, shop staff, security guards).* Road and rail safety Explaining how to safely cross roads using a variety of crossing types. Identifying various risks on roads and ways to make them safer. Water safety Identifying potential hazards in different types of water environments (e.g. strong currents, dirty water, unknown depths, steep or vertical banks, cold temperatures). Explaining some water safety signs and their meaning. Hazards at home and away Recognising and explaining potential hazards at home, including fire and electrical risks, and identifying these in different scenarios. Recognising common warning signs in various environments and on household products or equipment, and explaining what they mean. Calling the emergency services (Developed further in Health protection and First aid units) Identifying different ways of getting help in an emergency, including phoning 999.
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Year 5 Skills

Discussing how the time spent with family may change as they get older and how these relationships might evolve. Reflecting on how they support their families, how their families support them and why this is important to their families. Exploring different ways parents or carers might protect and show care for their children. Explaining why families are important and identifying the key features of positive family life (e.g. love, stability, care, protection, mutual respect). Analysing how different contexts can influence family roles and relationships. Recognising and respecting different types of families. Recognising when a family relationship seems unsafe or unhealthy. Considering the importance of friendships and the different ways friendships can enhance our lives. Suggesting ways people can make new friends throughout their lives. Recognising that friendships will change and evolve over time. Describing some signs of unhealthy or unhappy friendships. Resolving conflict using calm, assertive communication (e.g. 'I feel... when you...' statements). Self-identifying when they need to adjust their behaviour. Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. Reflecting on conflicts or impulsive behaviour, recognising areas for improvement and working to avoid similar situations in the future. Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. Practising discussing disagreements without blaming others or over-reacting. Recognising and celebrating their own identity and what makes them unique. Practising ways to safely speak out against unfairness or exclusion, using respectful language. Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).

Recognising that online experiences can have both positive and negative effects.
Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour.
Choosing whether to accept or decline an online request (from a company or individual), based on the information being requested.
Recognising that some apps and websites have age restrictions because of their content or features.
Evaluating information they see online, including the difference between fact and opinion.
Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).

Classifying spending decisions as needs or wants.
Explaining how to safeguard their money online and offline.
Explaining the risks of gambling.
Explaining what happens when someone breaks the law.

Analysing how different contexts can influence family roles and relationships. Resolving conflict using calm, assertive communication (e.g. "I feel... when you..." statements). Handling conflicts using a range of techniques such as negotiation, compromise and communicating their feelings. Using courtesy and manners in a variety of situations, such as being late, forgetting something, admitting a mistake, challenging something respectfully and in a new or unfamiliar environment. Considering how to apply respectful behaviour across different settings (e.g. school, public places, online). Practising adapting communication to show respect in formal and informal situations, with both peers and adults. Recognising situations where their personal preferences may conflict with others' needs and responding appropriately (e.g. not playing music aloud on transport, being aware of body space). Setting and maintaining clear personal boundaries in different situations (e.g. with friends, online, during disagreements). Assertively challenging behaviour when it crosses a boundary, while staying respectful and safe. Recognising when to stand up for themselves and when to compromise. Discussing real-life examples of balancing their own needs with those of others. Practising discussing disagreements without blaming others or over-reacting. Recognising and celebrating their own identity and what makes them unique. Reflecting on personal values and how these should influence their behaviour and choices. Setting personal goals and planning how to work towards them. Practising self-care strategies that support emotional wellbeing. Noticing where stereotypes might appear, such as in books, games, adverts or everyday language. Considering how people are shown respect or disrespect in real-life situations, such as in the news or sports. Practising ways to safely speak out against unfairness or exclusion, using respectful language. Analysing bullying scenarios and describing the different roles people play, including bystanders and upstanders. Demonstrating safe and effective ways to respond to bullying, both in person and online. Practising accessing help independently (e.g. with trusted adults, professionals or via Childline). Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves. Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).

Recognising that online experiences can have both positive and negative effects.
Recognising the effect of online interactions on personal wellbeing.
Recognising that changes in mood or self-esteem may be linked to time spent online.
Recognising that online content (including influencers, advertising and scams) can affect people's thoughts, choices and behaviour.
Recognising a wide range of bullying and harassment behaviours online and their impact.
Recognising that some apps and websites have age restrictions because of their content or features.
Evaluating information they see online, including the difference between fact and opinion.
Recognising the types of online behaviour that may make them feel uncomfortable (e.g. harassment, pressure, cheating or offensive language).

Recognising when boundaries are being pushed or crossed in peer or adult relationships (e.g. pressuring, secrecy, comments) including online. Recognising their own feelings and early warning signs in a scenario that a relationship or situation may be unsafe and explain what action they could take to stay safe and seek help. Practising how to ask for, give or refuse permission or consent in a range of situations. Practising accessing help independently (e.g. with trusted adults, professionals or via Childline).
* Recognising scenarios in which they should seek help from a trusted adult and those which can be safely dealt with themselves.
* Explaining how they would report a concern confidently and clearly, in person or using school systems (e.g. talking to a trusted adult, using a worry box).
Identifying safe places to cross a road and describing different strategies to cross safely. Explaining how to safely cross a railway line, at identified crossing points. Identifying various risks on railways and ways to make them safer. Identifying further hazards and potential risks in different water sites and scenarios and what they can do to manage or reduce these risks. Explaining how to prevent or reduce fire risks in everyday settings and understanding firework safety. Recognising potential hazards away from home (e.g. on public transport, at different times of the day, in unfamiliar places). Assessing whether a situation is hazardous and explaining why. Considering how to respond to hazards in a range of situations, including those involving peers. Identify situations where calling 999 is appropriate vs not.
* Recognising other ways of getting help when it is needed, but is not an emergency.
* Explaining why filming an incident is not usually the right course of action in an emergency.
* Explaining what drugs are, the laws around some substances and giving examples of legal and illegal types (e.g. medicines, alcohol, cannabis, tobacco). Recognising when a situation might involve peer pressure to try harmful substances (e.g. tobacco, alcohol or cannabis). Explaining the risks and consequences of using harmful substances and practising how to say 'no'.

Year 4 Knowledge	The role of family To know that family members often share responsibilities to keep the household running smoothly (e.g. doing chores/jobs, helping with younger siblings, or supporting with schoolwork). To know that every family faces challenges.* To know that families should make them feel loved, safe and supported.* Diversity in family structures To know that different families might show love in different ways and spend time together in different ways. To know that even though families may look very different, they usually have love and care for each other at the core of them. To know that there are lots of different family types, that families come in many forms and deserve to be treated with kindness. Family support To know that every family faces challenges at some point and that there is always help available to children if they need it.* To know that families should make them feel loved, safe and supported.* To know that within families, just like in all relationships, violence is not an acceptable way to deal with problems. Healthy friendships To know that they do not have to be friends with everyone; and others do not have to be friends with them; but everyone has the right to be treated with respect and kindness. To know that healthy friendships should help them feel included, valued and supported, especially during difficult times. To know that most friendships have ups and downs. To know that many people experience feelings of loneliness at times. To know that they should trust people who are kind, honest and respect their boundaries, as this shows they are a good friend. Friendship challenges To know that apologising and discussing feelings can help solve problems and maintain good relationships. To know that respectful disagreement is a normal part of healthy relationships. To know that compromise and fairness are vital to any friendship	Being online To recognise that many everyday activities involve being online, even when it is not obvious. Online relationships To know that the same respectful behaviours apply online as in person. To know that online communication can make misunderstandings more likely. Risks and harms To know they should only communicate online with others they know, not with people they do not know. To know that bullying can happen online. To know that some information online may be inaccurate or misleading. Responsible and safe use To know that once something is shared online, even privately, they no longer have control over who sees it. To know that even when they are speaking to friends online, they should not share private information. To know that some apps and websites have age restrictions which are there to keep children safe. Reporting online To know how to take a screenshot or screen-grab to save online information as evidence.	To know that sometimes people assume something about someone because they are a boy or a girl and that this is called stereotyping. To know that stereotypes can restrict people's sense of what they can do or become. To know that getting value for money involves considering the cost, usefulness and quality of items. To know that budgeting involves planning how to spend and save available money. Preparing to play an active role as citizens To know that rights are basic freedoms that belong to every person in the world. To know that 'reduce' means using less, 'reuse' means using things again and 'recycle' means turning old materials into new ones. To know that reducing waste is better than reusing and reusing is better than recycling. To know that different people (e.g. adults, police, politicians) work to protect people's rights. To know that responsibilities are things people need to do to look after themselves, other people and places. To know that the local council is responsible for deciding how money is best spent in the local community.	Friendship challenges To know that apologising and discussing feelings can help solve problems and maintain good relationships. To know that respectful disagreement is a normal part of healthy relationships. To know that compromise and fairness are vital to any friendship. Respecting each other To know that respect means treating others as you would like to be treated: with kindness and fairness. To know that everyone has the right to be treated with respect. To know that good manners are a way of showing respect to other people. To know that different people may have different needs and preferences in the same space. Understanding boundaries To know that respecting boundaries helps keep relationships safe and healthy. To know that physical, emotional and digital boundaries are all important. To know that some secrets are safe (e.g. surprise party), but others may be unsafe if they make someone feel worried, scared or uncomfortable. Respectful conflict To know that being assertive means speaking up calmly and politely without being unkind. To know that being kind does not mean always agreeing or giving in. To know that they cannot always have what they want and that others may want different things, so it is often important to find a compromise. To know that disappointment and frustration are normal feelings and will pass.	Being online To recognise that many everyday activities involve being online, even when it is not obvious. Online relationships To know that the same respectful behaviours apply online as in person. To know that online communication can make misunderstandings more likely. Risks and harms To know they should only communicate online with others they know, not with people they do not know. To know that bullying can happen online. To know that some information online may be inaccurate or misleading. Responsible and safe use To know that once something is shared online, even privately, they no longer have control over who sees it. To know that even when they are speaking to friends online, they should not share private information. To know that some apps and websites have age restrictions which are there to keep children safe. Reporting online To know how to take a screenshot or screen-grab to save online information as evidence.	Recognising unsafe personal situations To know that their body belongs to them and that they can say no to any touch or behaviour that makes them feel uncomfortable, even from someone they know. To know the correct terms for private body parts, including the scrotum and nipples. To know signs that an adult may be unsafe (e.g. they are ignoring 'no', they are asking you to keep secrets, offering gifts when it is not a special occasion, asking you for help instead of another adult). To know that feeling and being unsafe can happen even with someone they know. To know that when an adult they do not know approaches them, they can respond politely but move away from the situation to make a trusted adult aware. To know that they should not share personal information with people they do not know and trust, including online. Relationship support (Repeated in Connecting with others) To know that they can speak to more than one trusted adult if the first person does not help or take action straightaway. To know that they should seek help if: Someone touches them or speaks to them in a way that feels wrong, including online. They feel pressured to do something unsafe or that they don't want to do, including online. They see or hear something that worries them, even if it's not about them, including online. Road and rail safety To know some common road-crossing types. To know some common safety issues when walking, riding a bike or scooting. (e.g. cars coming out of driveways). Water safety To know that swimming in open water is usually more dangerous than swimming in a swimming pool. To know that if someone else is in trouble in the water they should throw in something that floats. Hazards at home and away To know that thinking ahead and considering potential risks can help prevent accidents. To know that fire can spread quickly and should never be played with. To know that appliances and household products should only be used for the purpose they are designed for. Calling the emergency services (Developed further in Health protection and First aid units) To know that an operator will ask which emergency service is needed, what happened and where. *
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Year 5 Knowledge

Commitment’ means promising to be with someone through good and bad times. That marriage and civil partnerships are legal commitments between two people based on love and care. Parents/carers are there to guide children and protect them, and this might mean setting boundaries or rules. Families should support and protect the physical and mental health of all members and provide love and security to children. Family functions (e.g. support and caregiving) may be shared differently in different families. The central function of any family is to provide stability and safety to its members, especially children. They can speak to someone at school or Childline if a family relationship is making them feel unsafe. That families should support and protect the physical safety and mental health of all members. That close friendships are important for people’s happiness and mental health. The signs of unhealthy friendships might be one-sidedness, frequent criticism, controlling behaviours, constant conflict or unreliable or untrustworthy actions. How people deal with fallouts and disagreements can affect how strong their friendships become. People who pressure, lie, or break promises may not be trustworthy. It is ok to end a friendship if it is unhealthy or makes them unhappy. Some techniques can actually work to calm our body’s natural emotional response (e.g. slowing breathing, grounding techniques). It is important to regulate our responses to emotions so they do not control our feelings and actions. If conflict exists, using violence or aggression is not acceptable and will make things worse. People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. That people have a responsibility to each other to behave appropriately and fairly. That healthy relationships involve mutual trust, respect and consent. They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. How to express needs and boundaries respectfully and confidently. The difference between being assertive, passive, aggressive and controlling (coercive). They can be kind and respectful to others without ignoring their own needs. Identity includes values, beliefs, likes, dislikes and cultural background. How to get help from trusted adults, school procedures or external support services (e.g. Childline). They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why, or are unsure who to trust, including online; or they are worried about someone else being hurt or treated badly, including online.

Specific online activities are designed for different purposes (e.g. communication, entertainment or learning). Influencers and adverts may be paid, sponsored or rewarded to promote products or ideas, even if it is not obvious. Online content is often edited and carefully chosen. Personal data includes information about a person, including their online behaviour and interests. Apps, websites and games can collect personal data, including location information. There are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting). How to report concerns on different online platforms. Reporting online concerns to a trusted adult is always important.

Borrowing money may require paying more than the original amount due to interest.
Gambling involves risking money with a significant chance of losing it.
There are laws to protect people’s rights and ensure they are treated fairly and kept safe.
There are consequences if laws are broken.

They can speak to someone at school or Childline if a family relationship is making them feel unsafe. How people deal with fallouts and disagreements can affect how strong their friendships become. People who pressure, lie or break promises may not be trustworthy. Some techniques can actually work to calm our body’s natural emotional response (e.g. slowing breathing, grounding techniques). It is important to regulate our responses to emotions so they do not control our feelings and actions. If conflict exists, using violence or aggression is not acceptable and will make things worse. Respect can also mean recognising someone’s role or responsibility (e.g. showing respect to teachers, leaders or people in public service). People should try to balance their own needs and wants with the needs and rights of those around them to be respectful. That people have a responsibility to each other to behave appropriately and fairly. That healthy relationships involve mutual trust, respect and consent. It is okay to say no, to change their mind or change a boundary, even if they previously gave permission. Crossing someone’s boundary, even as a joke, can harm trust and damage relationships. They should always speak to a trusted adult if someone repeatedly ignores their boundaries or makes them feel unsafe. How to express needs and boundaries respectfully and confidently. They can be kind and respectful to others without ignoring their own needs. That behaving in ways that align with our values contributes to self-respect. Self-respect supports good mental health and happiness and aids personal growth. Identity includes values, beliefs, likes, dislikes and cultural background. Developing interests and achieving goals helps build self-esteem. Discrimination is when someone is treated unfairly or differently because of who they are, such as their race, gender, religion or disability. That stereotypes can be harmful because they limit what people believe they can do or become. A bystander is someone who sees or knows that bullying is happening but does not take part or take action. An upstander is someone who witnesses bullying and chooses to take safe and appropriate action. That bullying can seriously affect the mental health of those involved and can have a long-term impact. They should always seek help if they experience or witness violence, threats or harm, either in person or online; someone tries to hurt them or others physically or emotionally, including online; someone touches them or talks to them in an unsafe or inappropriate way, including online; they feel unsafe but are not sure why or are unsure who to trust, including online or they are worried about someone else being hurt or treated badly, including online.

Specific online activities are designed for different purposes (e.g. communication, entertainment or learning). Online content is often edited and carefully chosen.
There are steps they can take if they recognise they are being negatively affected online (e.g. unfollowing, blocking, fact-checking or reporting).
How to report concerns on different online platforms.
Reporting online concerns to a trusted adult is always important.

To know that pressure from peers or adults to keep secrets, send images, or say yes to something uncomfortable is a warning sign. To know that someone asking them to keep conversations or photos private, especially online, may be unsafe. To know that friendly behaviour (e.g. compliments, flattery, gifts) can sometimes be used to trick or manipulate people. To know that not everyone online is who they say they are. To know that the absence of permission or consent means that a situation is likely to be unsafe. To know that they should always seek help if:
– They experience or witness violence, threats or harm, either in person or online.
– Someone tries to hurt them or others physically or emotionally, including online.
– Someone touches them or talks to them in an unsafe or inappropriate way, including online.
– They feel unsafe but are not sure why, or are unsure who to trust, including online.
– They are worried about someone else being hurt or treated badly, including online. To know some common safety issues when crossing the road or around railways. To know that trains move faster than they appear and cannot stop quickly so it is dangerous to walk on or near railway lines. To know that distractions such as friends, phones and headphones can make it harder to stay safe near the roads and railway. To know what beach safety flags tell us about the conditions. To know the water safety code (Stop and think, Stay together, call 999, float). To know strategies for advocating for safe behaviour and resisting peer-pressure if others make unsafe choices. To know that hazards can be physical (e.g. fire, machinery), chemical (e.g. substances) or behavioural (e.g. dares, peer pressure, online risks). To know that some environments carry higher risk and require greater caution. To know the day-to-day roles of the emergency services, including the coastguards, search-and-rescue, air ambulance and mountain rescue.* To know that filming or sharing videos of emergencies can be unhelpful, harmful or illegal and that calling emergency services is the correct action.* To know that drugs are substances that change how the body or mind works. To know that some drugs (e.g. medicines) can help people when used properly and given by a trusted adult or doctor. To know that some drugs are illegal (e.g. cannabis) and dangerous because they can harm physical and mental health. To know that legal drugs and products like tobacco, alcohol, caffeine, energy drinks and medicines can still be harmful if misused, especially for children. To know that many legal drugs (e.g. caffeine and nicotine) are addictive, meaning it is not easy to stop using them.

Vocabulary	civil partnership commitment influence marriage	advert fact influence mislead opinion scam sponsored targeted advert	budget (Y3/4) need (Y1/2) expenditure (Y5/6) income (Y5/6) loan (Y5/6) private information (Y1/2) gambling (Y5/6)	bystander discrimination empathy self-esteem stereotypes upstander	harmful online bullying online reputation realistic unrealistic upstander	addictive (Y5/6) bystander (Y5/6) cautious (Y5/6) coastguard (Y5/6) consent (Y5/6) current (Y3/4) drugs (Y5/6) emergency services (Y5/6) hazard (Y3/4) illegal (Y3/4) legal (Y3/4) peer pressure (Y5/6) public transport (Y5/6) threat (Y5/6) upstander (Y5/6) violence (Y5/6)
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PE

PE Year 4/5/6 Firecrests and Owls AREAS OF LEARNING KNOWLEDGE AND MAIN AIMS	Football Can I develop ways to move with the ball? Can I send and receive under pressure? Can I communicate with my team, move into space and take the ball towards a goal? Can I use defensive techniques to win possession? Can I apply defending tactics as a team? Basketball Can I develop ways to ways to move the ball and apply them to different situations? Can I develop movement skills to lose a defender in different situations? Can I communicate with my team, move into space and take the ball towards the goal? Can I defend an opponent and know when to try to intercept? Can I develop shooting and explore when to pass, dribble or shoot?	Fitness Can I improve my speed? Can I understand how strength helps me? Can I understand how agility helps me? Can I understand how balance helps me? Can I understand how co-ordination helps me? Can I understand how stamina helps me? Netball Can I use simple tactics? Can I learn and apply some of the rules of the game? Can I move into space and communication? Can I defend an opponent and try to win the ball? Can I pass, receive and shoot the ball with control?	Tennis Can I return the ball using a forehand groundstroke under pressure? Can I return the ball using a backhand groundstroke under pressure? Can I use a variety of shots to keep a continuous rally? Can I develop the volley and understand when to use it? Hockey Can I use attacking skills to beat a defender? Can I send and receive under pressure? Can I communicate with my team, move into space and take the ball towards the goal? Can I learn defensive techniques to gain possession? Can I use defending tactics to gain possession? Can I apply rules, skills and principles in my game play?	Gymnastics Can I perform symmetrical and asymmetrical balances? Can I develop straight, forward, straddle and backwards rolls? Can I use cannon, synchronisation and mirroring? Can I give feedback to improve my work? Can I use strength and flexibility to improve the quality of a performance? Yoga Can I understand how breath can help me hold and move from pose to pose? Can I identify and use balance when exploring poses and creating a flow? Can I identify and use strength when exploring poses and creating flow? Can I create and refine a flow with a partner?	OOA Can I develop and negotiate negotiation skills? Can I develop strong communication skills to solve challenges? Can I develop planning and problem solving skills? Can I share ideas and work as a team? Can I develop navigation and map reading? Can I create and follow a key and a route on a map? Dance Can I copy and repeat choreography? Can I choreograph simple phrases individually and with others? Can I show a good sense of timing? Can I refine the way I use actions, dynamics and space in response to a stimulus? Can I use key terminology to refine my work and others?	Rounders Can I successfully strike the ball with the bat? Can I develop my fielding skills and am I beginning to use them under some pressure? Can I work co-operatively with others to manage a game situation? Can I understand the need for tactics and identify when to use them in different situations? Athletics Can I understand pace and apply different speeds over varying distances? Can I develop fluency and co-ordination when running for speed? Can I develop technique in relay changeovers? Cn I build up power and momentum when jumping? Can I develop throwing with force for greater distance?
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Year 4 Skills	Football • Hit a ball accurately with control • Keep possession of the ball • Vary tactics and adapt skills according to what is happening • Choose the best tactics for attacking and defending Basketball • Hit a ball accurately with control • Keep possession of the ball • Vary tactics and adapt skills according to what is happening • Choose the best tactics for attacking and defending	Fitness • Select and use the most appropriate skills, actions or ideas • Show good control in my movements • Explain why warming up is important • Explain why keeping fit is good for my health • Explain what effect exercise has on my body Netball • Hit a ball accurately with control • Keep possession of the ball • Vary tactics and adapt skills according to what is happening • Choose the best tactics for attacking and defending	Tennis • Hit a ball accurately with control • Keep possession of the ball • Vary tactics and adapt skills according to what is happening Hockey • Hit a ball accurately with control • Keep possession of the ball • Vary tactics and adapt skills according to what is happening • Choose the best tactics for attacking and defending • Make up my own small-sided game	Gymnastics • Include a change of speed • Include a change of direction • Include a range of shapes • Follow a set of rules to produce a sequence • Combine actions, Balance and shape Yoga • Explain how my work is similar and different from that of others • Use observations to improve my work • Control my movements • Include a range of shapes • Combine action, balance and shape	OOA • Follow a map in a more demanding familiar context than previously • Move from one location to another • Use clues to follow a route • Follow a route accurately, safely and within a time limit Dance • Work on movements and refine them • Compose my own dances in a creative, and imaginative way • Control movements	Rounders • Hit a ball accurately with control • Keep possession of the ball • Vary tactics and adapt skills according to what is happening • Choose the best tactics for attacking and defending Athletics • Sprint over a short distance • Throw in different ways • Hit a target • Jump in different ways • Combine running and jumping
Year 5 Skills	Football • Use a number of techniques to pass/dribble • Gain possession by working as a team • Show good control in my movements Basketball • Gain possession by working as a team • Show good control in my movements	Fitness • Explain some important safety principles when preparing for exercise • Explain why exercise is important • Choose appropriate warm ups and cool down Netball • Gain possession by working as a team • Show good control in my movements • Use a number of techniques to pass/dribble	Tennis • Use forehand and backhand with a racket • Show good control in my movements Hockey • Gain possession by working as a team • Pass in different ways • Show good control in my movements	Gymnastics • Make complex or extended sequences • Perform consistently to different audiences • Movements are accurate, clear and consistent Yoga • Modify use of skills or techniques to improve their work • Movements are controlled	OOA • Follow a map in an unknown in an unknown location • Use clues and compass directions to navigate a route • Change my route if there is a problem • Change their plan if they get a new information Dance • Perform to an accompaniment, expressively and sensitively • Movements are controlled • Dance shows clarity, fluency, accuracy and consistency	Rounders • Field • Gain possession by working as a team Athletics • When taking off and landing in a jump movements are controlled • Throw with accuracy •

