

Y4/5 Be Fair with Your Climate Learning Sequence

Synopsis:

In **English**, children will write a persuasive advertising leaflet and express opinions in a balanced argument.

In **Geography**, we will study human and physical geography using atlases and digital mapping, comparing Cote D'Ivoire and the local Cumbrian area.

In **D&T**, we will review current products on the market, adapt recipes and create our own Fairtrade/local suppliers inspired muffins.

In **PE**, we will extend flexibility and balance in gymnastics moves

In **Computing**, children will learn to develop their own game using coding skills and create and use spreadsheets

In **Science**, we will study sound

In **Art**, children will develop collage skills while journaling and sculpture skills

In **Music**, learn to compose together and enjoy musical styles

In **French**, we learn to describe clothes and the weather

In **PSHE**, learn how to achieve goals and understanding the emotions that go with this; learn how to be deal with dreams and goals and Being me, keeping healthy

English

Develop our writing skills

Develop our writing skills		
<p>YEAR 5</p> <p>English Objectives</p> <p>Language & Vocabulary</p> <ul style="list-style-type: none"> • Become familiar with the language of writing eg. figurative language, style and effect • Select appropriate language and vocabulary to reflect their understanding of audience and purpose • Develop characters, setting and atmosphere using language and vocabulary from reading/books • Use dictionaries (and 	<p>Year 4</p> <p>Language & Vocabulary</p> <ul style="list-style-type: none"> • Broaden range of figurative language to include metaphors, personification and repetition • Broaden range of figurative language to include metaphors, personification and repetition <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Use fronted adverbials (adverbs, phrases and subordinate clauses) • Use commas after fronted adverbials 	<p>English Learning Sequence</p> <p><u>Persuasive writing – advertising leaflet</u></p> <ul style="list-style-type: none"> • Understand the features of a persuasive text • Retrieve and record information from a non-fiction text • 5 Precis a text • Identify persuasive language and write a strong first sentence to hook the reader • 4 Use expanded noun phrases to express detail • Use conjunctions to explain • Yr 5 Relative clauses/ passive voice • Express our opinion • Plan a persuasive poster • Persuasive language • 4 Apostrophes for possession • 5 Parenthesis

thesauruses) to check meaning of new words/language

- Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity
- Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points

Grammar & Punctuation

- Use relative clauses with relative pronouns who, which, where, whose, that, when
- Build cohesion within a paragraph
- Indicate parenthesis using brackets, dashes and Commas
- Use commas to clarify meaning and avoid ambiguity
- Use expanded noun phrases for accuracy

Text Structure & Features

- Summarise and present familiar stories in their own words
- Summarise main ideas from more than one paragraph using evidence

Use apostrophe for plural possession

Text structure and features

- Write for a range of purposes
- Be exposed to books that are structured in different ways
- Link ideas across paragraphs using adverbials of time, place and number or by varying the tense
- Locate information using contents, index and glossaries
- Use simple organisational devices eg subheadings, headings etc

Plan, Draft, Edit & Evaluate

- Draw on examples of writing when planning their own work
- Discuss and record ideas
- Compose and practise sentences orally use an increasingly wide range of vocabulary and sentence structure
- Organises paragraphs around a theme: Use paragraphs/ sections help to organise content
- Assess own and others' writing suggesting improvements
- Suggest changes to grammar and vocabulary

- Plan and write a persuasive leaflet
- I mentioned the strengths and weaknesses e.g. diagrams, quality of writing, choice of detail

Stories with a moral issue

- Understand author's use of language to develop setting
- Impact of moral story on reader
- Using inference skills to deduce character traits
- Yr 5 relative clauses
- Use and punctuate direct speech
- Using collage to reflect understanding of setting
- Understand the change in a character's feelings
- Hot Seat a character from a book
- Write a letter in role
- Write the next part of a story using understanding of characters and setting
- Make comparisons within a book
- Write contrasting diary entries
- Using senses to describe sound and movement
- Descriptive writing

Balanced argument

- Understand the text
- Identify features
- Retrieve, record and present from non-fiction
- Discuss difference between fact and opinion
- Giving reasons for personal opinions
- Justifying judgements
- Researching from reference text
- Writing with positive and negative bias
- Participate in a discussion
- Plan and draft

- • Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
- Be exposed to a wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures
- Use a wide range of devices to build cohesion within and across paragraphs
- • Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text

Plan, Draft, Edit & Evaluate

- Use dictionaries to check the spelling and meaning of words
- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Use a wide range of cohesive devices within sentences and between ideas/paragraphs

- Proof-read work for spelling and punctuation errors
- Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

Transcription

- Use a range of prefixes and be able to form nouns using some of them e.g. super-, auto
- Spell words that are often misspelt
- Use possessive apostrophe for plurals and understand the difference between plural and possessive -s
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences dictated by the teacher
- Use the diagonal and horizontal strokes needed to join letters
- Know which letters are best left unjoined
- Increase the legibility, consistency and quality of Handwriting
- Apply simple spelling rules and guidance, as listed in English Appendix 1

- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Précis longer passages
- Proof-read for spelling and punctuation errors
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

Transcription

- Understand verb prefixes eg dis-, de-, mis-, over- and re-
- Continue to distinguish between homophones and other words that are often confused
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus to look for suitable synonyms
- Write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding

<p>whether or not to join specific letters</p> <ul style="list-style-type: none"> Choose the writing implement best suited to the task 		
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Reading

Fostering positive attitudes to reading

<p>Year 5</p> <p>Word reading</p> <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Comprehension</p> <p>Read/discuss an increasingly wide range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <ul style="list-style-type: none"> Read books that are structured in different ways for a range of purposes Increase familiarity with wide range of traditional stories, modern fiction, fiction from literary heritage and books from other cultures Recommend books to peers, giving reasons for their choices Identify and discuss themes and conventions. Comments identify similarities and differences between texts Make comparisons within and across books, commenting on 	<p>Year 4</p> <p>Word reading</p> <p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <ul style="list-style-type: none"> Read further exception words <p>Note unusual correspondence between spelling and sound and where these occur in the word</p> <p>Comprehension</p> <p>Listen to a wide range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories</p> <ul style="list-style-type: none"> Confidently retell some stories orally Read books that are structured in different ways for a range of purposes Use dictionaries to check meanings Identify themes and conventions and summarise these accurately and concisely Perform poems/playscripts for 	<p>Persuasive leaflet</p> <ul style="list-style-type: none"> Precis a text Identify the theme Identify how texts are structured in different ways to help the reader Identify persuasive and figurative language Review a book and express our opinion Confidently retell a story Plan and write a persuasive book review I mentioned the strengths and weaknesses <p>Stories with a moral issue</p> <ul style="list-style-type: none"> Discuss author's language and the message they convey Identify the theme Perform poetry to an audience <p>Biased argument</p> <ul style="list-style-type: none"> Retrieve and record from non-fiction texts Share an opinion with an audience <p>Guided reading</p> <p>Activities to learn, practise and apply reading objectives are carried out in weekly guided reading sessions</p>
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<p>similarities and differences between texts</p> <ul style="list-style-type: none"> • Learn a wider range of poetry by heart • Perform poems/playscripts for audience (using appropriate intonation, tone, volume to convey meaning) • Checking that the book makes sense to them, discuss and explore meanings of words in context 	<p>audience (using appropriate intonation, tone, volume and action)</p> <ul style="list-style-type: none"> • Recognise and name different forms of poetry • Discuss words and phrases that capture the reader's interest 	
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Maths

Develop confidence and mastery using multiplication, division and fraction skills		
<p>Year 5</p> <p>Improper fractions to mixed numbers</p> <p>Mixed numbers to improper fractions</p> <p>Compare fractions less than 1</p> <p>Order fractions less than 1</p> <p>Compare fractions greater than 1</p> <p>Order fractions greater than 1</p> <p>Add and subtract fractions</p> <p>Add fractions within 1</p> <p>Add fractions with a total greater than 1</p> <p>Add to a mixed number</p> <p>Add 2 mixed numbers</p> <p>Subtract fraction within 1</p> <p>Subtract from a mixed number</p> <p>Multiply 2 digit numbers</p>	<p>Year 4</p> <p>Multiply and divide by 1 and 0</p> <p>Multiply 3 numbers</p> <p>Factor pairs</p> <p>Multiply and divide by 10</p> <p>Multiply and divide by 100</p> <p>Related facts – multiplication</p> <p>Related facts – division</p> <p>Informal written methods</p> <p>Multiply 2 digit by 1 digit numbers</p> <p>Multiply 3 digit by 1 digit numbers</p> <p>Solve multiplication problems</p> <p>Basic division</p> <p>Division with remainders</p> <p>Divide 2 digit numbers</p> <p>Divide 3 digit numbers</p> <p>Correspondence problems</p> <p>Efficient multiplication methods</p> <p>Measure in km and m</p> <p>Perimeter on a grid</p> <p>Perimeter of a rectangle</p> <p>Perimeter of rectilinear shapes</p>	<p>All year groups follow the Power Maths mastery programme</p> <p>These curriculum objectives are covered daily in lessons through a small step, progressive approach.</p>

<p>Multiply 3 digit by 2 digit numbers</p> <p>Divide a 4 digit number by a 1 digit number</p> <p>Divide with remainders</p> <p>Efficient division</p> <p>Multiply unit fractions by an integer</p> <p>Multiply non-unit fractions by an integer</p> <p>Multiply mixed numbers by integers</p> <p>Fraction of an amount</p> <p>Using fractions as operators</p> <p>Write decimals up to 2 decimal places – less than 1</p> <p>Equivalent fractions and decimals – tenths</p> <p>Thousandths as decimals</p> <p>Compare and order decimals</p> <p>Round to the nearest whole number</p> <p>Understand percentages</p> <p>Percentages as fractions and decimals</p> <p>Equivalent fractions, decimals and percentages</p> <p>Perimeter of rectangles</p> <p>Perimeter of rectilinear shapes</p> <p>Perimeter of polygons</p> <p>Area of rectangles</p> <p>Area of compound shapes rectilinear shapes</p>	<p>Perimeter of polygons</p> <p>FRACTIONS</p> <p>Count beyond 1</p> <p>Partition a mixed number</p> <p>Number lines with mixed numbers</p> <p>Compare and order mixed numbers</p> <p>Convert mixed numbers to improper fractions</p> <p>Convert improper fractions to mixed numbers</p> <p>Equivalent fractions</p> <p>Equivalent fraction families</p> <p>Simplify fractions</p> <p>Add and subtract two or more fractions</p> <p>Add fractions and mixed numbers</p> <p>Subtract from mixed numbers</p> <p>Subtract from whole amounts</p> <p>Problem solving – fractions</p> <p>Fraction of an amount</p>	
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P.E.

Develop basic ball skills to work as a team

Rugby – develop skills to beat defenders in a game

Dance – learn dance moves from key dances from the decades
 Rugby, hockey and dodgeball – develop team skills, working towards mastery
 Dance – to show expression of movement to accompany music

<p>Year 5</p> <p>Communicate, collaborate and compete with each other in order to inspire self and others to succeed and excel</p> <p>Evaluate and recognise own and others' success and identify strategies for improvement</p> <p>Use a broad range of skills in isolation and in combination to become physically confident</p> <p>Develop mastery of flexibility, strength, technique, control and balance</p> <p>Perform dances and gymnastic routines on own and with others using a range of movement patterns</p> <p>Evaluate and compare performances with previous ones</p> <p>Demonstrate improvement to achieve personal best</p> <p>Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship</p> <p>Apply principles suitable for attacking and defending</p>	<p>Year 4</p> <p>Communicate and compete with each other</p> <p>Understand how to improve own and others' performances</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Further develop flexibility, strength, technique, control and balance</p> <p>Perform dances and gymnastic routines on own and with others using movement patterns</p> <p>Compare performances with previous ones</p> <p>Demonstrate improvement to achieve personal best</p> <p>Play competitive games and demonstrate their sense of sportsmanship eg fairness and respect</p> <p>Understand basic principles suitable for attacking and defending</p>	<p>Learning sequence</p> <p><u>Gymnastics</u></p> <p>Develop balance</p> <p>Develop jump strategy linking to vaulting</p> <p>Vaulting</p> <p>Perform rolls with control and balance</p> <p>Develop upper body strength for balances</p> <p>Perform different balances: shoulder balance; handstand</p> <p>Develop flexibility in preparation for cartwheels: stretches, splits</p> <p>Perform cartwheels and round offs</p> <p>Link moves to perform in front of others</p> <p>Review development of skills</p> <p><u>Football</u></p> <p>Children will:</p> <p>Know how to move with the ball using the correct technique.</p> <p>Move with the ball with control and at speed.</p> <p>Change direction with the ball.</p> <p>Pass the ball using the correct technique.</p> <p>Pass and receive the ball with control and accuracy.</p> <p>Use dribbling and passing skills together.</p> <p>Use at least two different attacking skills and techniques.</p> <p>Identify different attacking methods used in a game.</p> <p>Use at least two different defending skills and techniques.</p> <p>Identify different defending methods used in a game.</p> <p>Use protecting and invading skills in a game.</p> <p><u>Cricket</u></p> <p>Become physically confident</p> <p>Develop mastery of flexibility, strength, technique, control and balance</p> <p>Throwing and catching under pressure/catching over distance</p> <p>Defending – stopping the ball Hit a moving ball with a bat</p> <p>Play a game as a team – communication</p> <p><u>Bushcraft</u></p> <p>Identify natural resources that we can make use of to survive,</p> <p>Show respect for the environment and living things.</p> <p>Demonstrate map and compass skills</p>
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Demonstrate cooperation and teamwork.

Geography

Describe geographical location of countries and cities supported by Fairtrade and understand our global responsibility for sustainability.

Geography Objectives

Year 5

- **Locate majority of world's countries and cities using maps and identify environmental regions, key physical/human features**
- **Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world**
- **Explain key aspects of physical geography (climate zones, vegetation belts, mountains, earthquakes, volcanoes, biomes)**
- **Explain key aspects of human geography (settlement/ land use, economic activity and distribution of natural resources)**
- **Understand the interaction between physical and human processes and features**

History objectives

Examine different aspects

Year 4

- **Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities**
- **Name and locate countries and cities of the UK, describing geographical regions and topographical features**
- **Explore how some aspects of physical and human characteristics have changed over time**
- **Securely use world maps, atlases and globes and use digital mapping**
- **Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs and digital technology**
- **Explain geographical similarities and differences (regions of UK, European)**

Geography Learning Sequence

- Describe the countries supported by Fairtrade by their location on Earth using atlases and globes. Confidently identify which continents/countries and oceans are crossed during the journey with links to compass directions and longitude and latitude eg Travel north east to get to ...
- **Examine similarities and differences between climate in Cote D'ivoire and United Kingdom**
- **Understand the differences between human and physical geography and how they affect cocoa farming**
- **Use digital mapping to locate countries and cities that are supported by, and supporting Fairtrade.**
- **Describe physical geography of countries supported by Fairtrade**
- **Understand the impact of climate crisis on farming**

<p>of history eg social, cultural, political and religious Gain historical perspective by making connections between local, national and international history Address and devise a wide range of historically-valid questions about change and cause</p> <p>Use and apply a range of historical vocabulary eg <i>civilisation, propaganda, economy, political</i></p> <ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources • Understand how evidence is used rigorously to make historical claims • Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments eg propaganda • Construct informed responses that involve thoughtful selection and organisation of relevant historical information 	<p>country and N/S America) and communicate geographically</p> <ul style="list-style-type: none"> • Describe and understand aspects of physical geography eg <i>climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle</i> <p>Describe and understand aspects of human geography eg <i>land use, settlement, economic activity and distribution of natural resources</i></p> <p>History objectives</p> <p>Understand how Britain has influenced and been influenced by the wider world</p> <p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Regularly generate and answer a range of historically- valid questions about similarities and differences</p> <p>Develop a range of historical vocabulary eg <i>civilisation, chronology, ancient, legacy</i></p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider range of</p>	
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sources to answer a historical question

Computing

Develop physical systems using coding skills and search effectively online

Computing Objectives Years 4 and 5

Year 5

Write and debug programs that accomplish specific goals, including controlling or simulating physical systems

Solve problems by decomposing them into smaller parts

Use sequence, selection and repetition in programs

Accurately manipulate variables and various forms of input/output

Use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs

Recognise the opportunities computer networks offer for communication and collaboration

Use a wide range of search technologies effectively and appreciate how results are selected and ranked

Be discerning in evaluating the reliability of digital content

Confidently, competently and responsibly use information and communication technology

Year 4 objectives

Use logical reasoning to understand how algorithms work

Detect and correct errors in algorithms and programs

Start to use sequence, selection and repetition in programs

Write and debug programs that accomplish specific goals, including controlling or simulating physical systems

Begin to solve problems by decomposing them into smaller parts

Work with variables and various forms of input/output

Understand computer networks including the internet and how they provide multiple services such as the World Wide Web

Use search technologies effectively and appreciate how results are selected and ranked

Evaluate the reliability of digital content

Begin to ask and answer questions based on the reliability of digital content

Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and

Computing Learning Sequence

Game creator

- To evaluate the features of a successful video game.
- To plan a game in 2DIY3D.
- To design and use game sprites.
- To add features to a game world and check playability.
- To evaluate games created by others

Spreadsheets

- To refresh and extend understanding of formulae and functions from previous learning.
- To use formulae in 2Calculate to convert measurements between different units.
- To use 2Calculate to create and interpret line graphs that show how data changes over time.
- To analyse weather data by using spreadsheets to identify patterns.
- To use spreadsheets to plan and budget for an event.
- To use a spreadsheet to plan a holiday.
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contact
 Select and use a variety of software on digital devices

Science

Sound

Science Objectives YEAR 5

- Independently decide which observations to make
- Use science experiences to plan different types of enquiry
- Gather and record data/results of increasing complexity using diagrams, classifications keys, tables, bar and line graphs
- Report and present findings from enquiries examining causal relationships and reliability of results
- Recognise and control variables where necessary
- Take measurements using a range of scientific equipment with accuracy and precision
- Use test results to make predictions to set up further tests

Identify scientific evidence that has been used to support/refute arguments

Working scientifically skills: Design

YEAR 4

- Make systematic observations
- Generate and answer scientific questions using evidence
- Select most appropriate type of scientific enquiry
- Gather, record, classify and present data in a variety of ways
- Report on findings orally and in writing using accurate scientific language
- Suggest, set up and carry out simple practical enquiries
- Understand comparative and fair tests
- Confidently use a range of equipment to measure accurately
- Use results to draw simple conclusions, make predictions and raise further questions

Identify similarities, differences and changes related to scientific processes and ideas

Science Learning Sequence

Sound

- Identify how sounds are made (sound energy, vibrations)
- Sound energy/vibrations travel from a source, through a medium (solid, liquid or gas), to your ear.
- The volume of a sound is linked to the strength of vibrations (sound energy) that produces it.
- Distance away from the source affects the volume of sound.
- The pitch of a sound is linked to the frequency of vibrations (sound energy) that produces it.

experiment; Making conclusions	Working scientifically skills: Design experiment; Making conclusions	
Art		
<i>Journaling that incorporates collage skills</i>		
<p>Art Objectives Year 5</p> <ul style="list-style-type: none"> ● Capture artistic process in sketch book ● In sculpture, combine visual and tactile qualities ● Use range of artistic vocabulary to communicate ideas, discuss and evaluate work/other artworks eg tactile, influence, captivate, emulate ● Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation ● Improve mastery of art/design techniques with wide range of materials ● Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation ● Communicate ideas and comment on artworks using artistic language 	<p>Year 4</p> <ul style="list-style-type: none"> ● In textiles, use basic cross and back stitch ● Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey ● Create sketchbooks to record and revisit observations ● Apply art and design techniques with creativity, experimentation and increasing awareness ● Draw on work of other artists for inspiration and begin to emulate their style ● Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation ● Draw on work of other artists for inspiration and begin to emulate their style ● 	<p>Art Learning Sequence</p> <ul style="list-style-type: none"> ● <u>Collage – visual and textural qualities - journaling</u> ● Study journals and identify difference between visual and tactile qualities ● Recognise themes and colour combinations. Go on nature walk and select colours and themes to represent subject/feelings ● Teach LKS2 skill – mosaic incorporate journaling ● Teach yr 5 skill: visual/tactile qualities ● Planning final artwork – ● Creating final artwork ● ● <u>Sculpture</u> ● Introduction to Texture in Sculpture ● experiment with creating different textures using a variety of sculpting tools. ● create more detailed and expressive textures ● Applying Texture to Convey Feelings, Expression, or Movement ●

Music

Enjoy different music styles and compose with our friends

Play melodies on tuned percussion, melodic instruments or keyboards
Perform range of repertoire pieces/arrangements, developing skill of playing by ear
Further understand differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers
Read/play short rhythmic phrases at sight from prepared cards
Listen with attention to detail to combination of high-quality recorded and live music
Appreciate and understand music from range of origins, traditions, historical periods and social contexts
Evaluate and discuss music using increasing complex language
Improvise freely using tuned percussion/melodic instruments, with range of dynamics
Compose melodies made from pairs of phrases in key suitable for instrument
Compose, capture and record music to evoke a specific atmosphere using chords

Year 4

- Instrumental Performance: Develop facility in musical instrument over sustained period
- Instrumental Performance: Play and perform melodies following staff notation
- Reading Notation: Introduce and understand differences between minims, crotchets, paired quavers and rests
- Reading Notation: Follow and perform simple rhythmic scores to steady beat
- **Improvise: Improvise on their chosen instrument, making decisions about structure**
- **Compose: Combine, sing and play known rhythmic notation**
- **Compose: Arrange individual notation cards to create sequences of phrases**
- Listen with increasing concentration to combination of high-quality recorded and live music
- Develop understanding of music from range of origins, traditions, historical periods and social contexts
- Describe and evaluate music using simple musical vocabulary
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Music Learning Sequence

Compose with friends

- How does music improve our life?
- Show an understanding of music by listening and responding
- Compose with the support of a song
- Improvise with the song using instrumental parts
- Perform and share improvisation
- Listen to a piece of music and respond with composed piece of their own

Enjoy Musical Styles

Study how styles of music have different textures.

Explore how voices and instruments combine to create texture in music.

Explore the social Question: How Does Music Teach Us About Our Community?

Play, improvise and compose using a selection of these notes: C, D, E, Eb, F#, F, G, Ab, A, Bb

D & T

Create a Fairtrade snack that uses Fairtrade products

<p>Year 5</p> <p>Make According to their functional properties and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes</p> <p>Technical knowledge Construct more complex structures by applying range of strategies in order to solve real/relevant problems • Drawing on disciplines & making connections to wider subject areas,</p> <p>Evaluate Generate own design criteria and evaluate ideas and products against these Investigate and analyse a range of existing products that address real/relevant problems, in a range of relevant contexts</p> <p>Design • Communicate, generate, develop and model ideas using a range of strategies eg computer-aided-design, crosssectional and exploded diagrams • Use research to inform design and generate own design criteria • Communicate, generate and develop ideas, drawing on other disciplines eg science, maths, computing</p>	<p>Year 4</p> <p>Make Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes</p> <p>Technical knowledge Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures</p> <p>Evaluate Evaluate own and others' work suggesting improvements and consider the views of others to improve their work • Investigate a range of existing products in a range of relevant contexts eg culture, industry</p> <p>Design • Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces • Use research to inform design and develop design criteria • Take risks to become innovative and resourceful</p>	<p>Learning sequence</p> <ul style="list-style-type: none"> • Collect examples of Fairtrade products and explore where they originate • Explain that Fairtrade need a new recipe/product and packaging design • Children research ingredients that involve Fairtrade products • Using design criteria, children design own recipe using Fairtrade ingredients • Examine range of existing logos to inspire own design • Make and evaluate the logo, making adaptations as they go through the process • Design packaging for own product, focusing on sustainability and aesthetics • 'Pitch' new design to rest of class, taking constructive feedback from others
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<ul style="list-style-type: none"> • Confidently take calculated risks to become innovative, resourceful and enterprising 		
PSHE		
<p><i>Learn how to achieve goals and understanding the emotions that go with this</i> <i>Learn how to be and keep safe and healthy</i></p>		
<p>Year 5 Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this Healthy Me Being and keeping safe and healthy</p>	<p>Year 4 Aspirations, how to achieve goals and understanding the emotions that go with this Healthy Me Being and keeping safe and healthy</p>	<p>All year groups follow the Jigsaw PSHE programme These curriculum objectives are covered in lessons through a small step, progressive approach.</p>
RE		
<p><i>Studying different religions</i></p>		
<p>Year 4/5 I can suggest why there may be problems in the world and how people could help solve them.</p> <p>I can recall one of the Buddha’s stories and start to explain what the Buddha was teaching through it.</p> <p>I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p>	<p><u>What is prayer?</u> What is our understanding of prayer? How do we build a relationship with God? How do you pray in different ways? How do Jews pray? How do Buddhists and Hindus pray? Compare prayer from different faiths</p> <p><u>Easter: A story of betrayal or trust</u></p> <ul style="list-style-type: none"> • understand the importance of power and the effect of betrayal, trust and forgiveness. • deepen understanding of the concept of salvation. • focus on the significance of the incidents of betrayal and trust in the Easter story. • Understand that forgiveness is a key teaching of all World Faiths and impacts on the lives of believers. 	

French	
<i>Build confidence using the French language to develop French conversation skills</i>	
	<p><u>Weather and water cycle</u> Learn weather phrases Repeat short phrases accurately Describe weather using compass points Describe temperatures using multiples of 10 Understand the water cycle in French</p> <p><u>Getting dressed</u> <u>Clothes – getting dressed</u> Clothes Clothes and colours How to place adjectives to describe Identify items Describe what someone is wearing</p>