



# Edmondsley Primary School

## Curriculum Map: Years 5 and 6 Cycle B

		Autumn		Spring		Summer	
Spelling	Year 6	<b>Week 1</b> – Numbers and months <b>Week 2</b> – ei after c <b>Week 3</b> - homophones <b>Week 4</b> - homophones <b>Week 5</b> - silent letters <b>Week 6</b> - silent letters	<b>Week 7</b> – bi, tri, quad <b>Week 8</b> – s as c <b>Week 9</b> – I before e <b>Week 10</b> - or, aw, au, ore <b>Week 11</b> - ant, ance, ancy <b>Week 12</b> - ough	<b>Week 13</b> - cious or -tious <b>Week 14</b> - -cial or -tial <b>Week 15</b> - -ant, -ance/-ancy, <b>Week 16</b> - -ent, -ence/-ency <b>Week 17</b> - -ous, -ious <b>Week 18</b> - -tion, -sion, -cian	<b>Week 19</b> - -able, -ably <b>Week 20</b> - -ible/ibly <b>Week 21</b> - y (as in sympathy) <b>Week 22</b> - ant, ance/ancy <b>Week 23</b> - fer (double r and single r) <b>Week 24</b> - ent, ence/ency	<b>Week 25</b> - double consonant <b>Week 26</b> - unstressed vowel <b>Week 27</b> - hyphens <b>Week 28</b> - ei, ir, oi, oy <b>Week 29</b> - augh, eigh <b>Week 30</b> - tion, sion, cian	<b>Week 31</b> - ai, ee, ie, oe, ue <b>Week 32</b> - silent letters <b>Week 33</b> – homophones <b>Week 34</b> - or, aw, au, ore <b>Week 35</b> – que, ch <b>Week 36</b> - ir, ur, er
	Year 5	<b>Week 1</b> - ough/ou/ow <b>Week 2</b> - ur/ir/er <b>Week 3</b> - air/are/ear <b>Week 4</b> - homophones ei after c <b>Week 6</b> - nouns/ adjectives to verbs using -ate, -ise, ify	<b>Week 7</b> - soft c <b>Week 8</b> - soft g <b>Week 9</b> - unusual plurals <b>Week 10</b> - short vowel doubling <b>Week 11</b> - double consonant words <b>Week 12</b> - or/ore/oor/aw	<b>Week 13</b> -tion, sion <b>Week 14</b> -sion, -cian <b>Week 15</b> - -ous, -ious <b>Week 16</b> -al <b>Week 17</b> -ary <b>Week 18</b> - ful	<b>Week 19</b> - -able, -ible <b>Week 20</b> - -our <b>Week 21</b> - Spells words with the (ee) sound spelt ei after c <b>Week 22</b> - ar <b>Week 23</b> - Converts nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, ify) <b>Week 24</b> -ch, que	<b>Week 25</b> - -able, -ably <b>Week 26</b> - double consonant <b>Week 27</b> - ibly, ible <b>Week 28</b> - ei and ie <b>Week 29</b> - augh, eigh <b>Week 30</b> -tial & cial	<b>Week 31</b> - ai, ee, ie, oe, ue <b>Week 32</b> - silent letters <b>Week 33</b> - ir, ur, er <b>Week 34</b> - or, aw, au, ore <b>Week 35</b> - ant, ance/ancy <b>Week 36</b> - tion, sion, cian
Reading		<ul style="list-style-type: none"> <li>Recognises reoccurring themes and conventions across a range of texts</li> <li>Participates actively in discussion about books</li> <li>Discusses how authors use language, including figurative language and writing features, evaluating how this impacts on the reader</li> <li>Summarises main idea from more than one paragraph</li> <li>Uses elements taken from reading in own writing.</li> </ul>		<ul style="list-style-type: none"> <li>Retrieves information effectively using organisational features</li> <li>Records and presents information in different ways from non-fiction texts</li> <li>Identifies how punctuation is used for impact and effect</li> <li>Recognises techniques and styles used by authors then explains how authors use these to create particular moods and effects</li> <li>Distinguishes between statements of fact and opinion in non-fiction.</li> <li>Discusses and evaluates author's use of language and its impact on the reader</li> <li>Explains author's organisation of a text and the reasons for this</li> <li>Asks thoughtful and probing questions to enhance understanding of the text</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction</li> <li>Reads and demonstrates familiarity with a wide range of genres including myths, legends, fiction from our history and stories from other cultures</li> <li>Recommends books to others based on own reading preferences giving reasons for choice</li> <li>Knows a wide range of poetry by heart</li> <li>Explains how language, structure and presentation can contribute to the meaning of a text</li> <li>Identifies themes and conventions demonstrated through discussion with understanding of their use in and across a wide range of writing</li> <li>Draws on contextual evidence to make sense of what is read, participating in discussions to explore words with different meanings</li> <li>Comments on how language, is used to contribute to meaning.</li> <li>Makes comparisons within and across different texts</li> <li>Draws inferences (such as inferring characters' feelings, thoughts and motives) from their actions and justifying inferences with evidence</li> <li>Makes predictions based on details stated</li> <li>Identifies key details that support main ideas using them to summarise content drawn from more than one paragraph</li> </ul>	





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Writing	Grammar	Verbs - Tenses Prepositions Subordinate clauses Pronouns Subject and object Nouns, Adjectives, Verbs	Subordinate conjunctions Modal verbs Active & passive voice Formal language Statement, command, exclamations	Coordinating Conjunctions Prepositions Adverbial phrases Relative clauses Identifying Main & Subordinate Clauses	Active and passive voice Informal language Determiners Tenses - subjunctive mood, past progressive, present progressive, condition Collective Nouns and Abstract Nouns	Modal verbs Conjunctions Identifying word classes Past progressive and present tenses Subordinate and relative clauses Subjunctive form	Subjunctive form Active and passive voice Collective, Proper and Abstract Nouns Relative clauses
	Punctuation	Inverted commas Commas for lists and clauses Apostrophes for contractions Brackets for parenthesis	Questions Colons Semi colons Dashes for parenthesis (double and single)	Hyphens Apostrophes: Contractions and possessions Use of correct parenthesis	Semi colons Colons	Inverted commas Ellipsis	Apostrophes for plural Use of parenthesis Hyphens Commas for subordinate clauses
	Vocabulary	Prefixes - fore, im, over, un S for plural nouns Use of Thesaurus	Suffixes - er, ly, ment, ness Prefixes - pre, im, dis, un Word families Homophones	Prefixes-dis, mis, over, re, de Suffixes- less, ful, hood, ship I or Me	Antonyms using a prefix: un, in, im, mis, dis, il, ir Homonyms Antonyms and synonyms	Verb tenses Suffixes - er, ly, ment, ness, ful, less Prefixes - pre, im, dis, un, re, mis Homonyms Use of a thesaurus	Dictionary skills Use of a thesaurus Antonyms and synonyms Word families I and Me
	Writing Process	<ul style="list-style-type: none"> <li>Makes notes and develops initial ideas in writing, drawing on reading and research</li> <li>Uses organisational (paragraphs) and presentational devices (headings, subheadings) to structure texts and guide the reader</li> <li>Describes settings, character and atmosphere well by selecting appropriate vocabulary &amp; grammar</li> <li>Suggests improvements to vocabulary, grammar and punctuation to enhance effects or clarify meaning</li> <li>Assesses the effectiveness of their own and others' writing</li> </ul>		<ul style="list-style-type: none"> <li>Makes links in writing to reading and own experiences</li> <li>Links ideas across paragraphs, using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis</li> <li>Integrates dialogue to describe characters and advance action, using inverted comma rules correctly</li> <li>Using adverbs, prepositions and expanded noun phrases effectively to add detail, to qualify and for precision</li> <li>Writes in both formal and informal contexts</li> <li>Changes the position of clauses within a sentence for effect</li> <li>Evaluates own and others writing and edits as appropriate</li> </ul>		<ul style="list-style-type: none"> <li>Writes for a range of purposes and in different contexts</li> <li>Writes for a range of different audiences</li> <li>Uses the correct forms with appropriate features for different text types</li> <li>Organises writing by introducing, developing and concluding writing, using paragraphs appropriately</li> <li>Ensures the consistent and correct use of tense throughout a piece of writing</li> <li>Uses drafting &amp; redrafting to make appropriate choices in grammar &amp; vocabulary to clarify &amp; enhance meaning</li> <li>Proof reads writing for a range of audiences to ensure accuracy of spelling and punctuation</li> </ul>	
	Genre	Narrative: detective/ murder mystery stories <a href="#">Linked to Elementary my dear Watson</a> Short story anthology <a href="#">Linked to Elementary my dear Watson</a> Newspaper: discovery of a crime <a href="#">Linked to Elementary my dear Watson</a> Narrative; Take One Book – One week whole school focus	Letters from the front (formal and informal) <a href="#">Linked to Glorious Gunpowder</a> Instructions to make <a href="#">Linked to Glorious Gunpowder</a> fireworks/safety WW1 recounts <a href="#">Linked to Glorious Gunpowder</a> Narrative: thriller gunpowder plot <a href="#">Linked to Glorious Gunpowder</a>	Recount tomb/temple discovery <a href="#">Linked to murderous Mayans</a> Explanation text- history link <a href="#">Linked to murderous Mayans</a> Descriptive text: Mayan temples <a href="#">Linked to murderous Mayans</a> Narrative: Indiana Jones <a href="#">Linked to murderous Mayans</a>	Narrative: traditional Viking stories (Curse of Andvari's ring, Theft of Thor's hammer) <a href="#">Linked to Vicious Vikings</a> . Persuasive letters from Valhalla <a href="#">Linked to Vicious Vikings</a> . Newspaper article: Norse discoveries <a href="#">Linked to Vicious Vikings</a> .	Information text Orient Express/ Flying Scotsman <a href="#">Linked to Riveting Railways</a>	Promotional leaflet (Palace on wheels) <a href="#">Linked to Riveting Railways</a> Diary: Around the World in 80 days- <a href="#">Linked to Riveting Railways</a> geography link Narrative: Dracula + Orient Express <a href="#">Linked to Riveting Railways</a>





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<p style="text-align: center;"><b>Maths</b></p>	<p>1. Number and place value; 2. Mental multiplication and division; 3. Decimals, percentages and their equivalence to fractions; 4. Fractions, ratio and proportion 5. Mental addition and subtraction; Written addition and subtraction; 6. Problem solving, reasoning and algebra 7. Problem solving, reasoning and algebra; 8. Measurement; Problem solving, reasoning and algebra; 7. Written multiplication and division;</p>	<p>1. Number and place value; Problem solving, reasoning and algebra; 2. Measurement; Geometry: properties of shapes 3. Mental multiplication and division; 4. Fractions, ratio and proportion; 5. Written multiplication and division; Problem solving, reasoning and algebra 6. Fractions, ratio and proportion; 7. Decimals, percentages and their equivalence to fractions</p>	<p>Arithmetic and reasoning SATs preparation Focus based upon formative assessments from start of Spring 1</p>	<p>Arithmetic and reasoning SATs preparation Focus based upon formative assessments from start of Spring 2</p>	<p>Arithmetic and reasoning SATs preparation - Overview of Year 5/6 curriculum.</p>	<p>Problem solving investigations within:  Number and place value Mental multiplication and division Decimals, percentages and their equivalence to fractions Fractions, ratio and proportion Mental addition and subtraction Written addition and subtraction Decimals, percentages and their equivalence to fractions Problem solving, reasoning and algebra Measurement; Problem solving, reasoning and algebra;</p>
<p style="text-align: center;"><b>Computing</b></p>	<p style="text-align: center;"><u>Networking experts</u></p> <ul style="list-style-type: none"> <li>know the difference between the internet and internet service e.g. world wide web.</li> <li>show an awareness of, and can use a range of internet services e.g. VOIP.</li> <li>know how to effectively use search engines, and I know how search results are selected, including that search engines use 'web crawler programs'.</li> <li>show responsible use of technologies and online services, and I know a range of ways to report concerns.</li> </ul>	<p style="text-align: center;"><u>LEGO on the move</u></p> <ul style="list-style-type: none"> <li>create programs that implement algorithms to achieve given goals.</li> <li>declare and assign variables.</li> <li>use post-tested loops e.g. 'until', and a sequence of selection statements in programs, including an if, then and else statement.</li> <li>know the difference between, and appropriately I can use if and if, then and else statements.</li> <li>design, write and debug modular programs using procedures.</li> </ul>	<p style="text-align: center;"><u>Games masters</u></p> <ul style="list-style-type: none"> <li>know that different solutions exist for the same problem.</li> <li>know the difference between, and appropriately I can use if and if, then and else statements.</li> <li>use a variable and relational operators within a loop to govern termination.</li> <li>design, write and debug modular programs using procedures.</li> <li>use criteria to evaluate the quality of solutions and can identify improvements</li> </ul>	<p style="text-align: center;"><u>Games masters - part two</u></p> <ul style="list-style-type: none"> <li>make judgements about digital content when evaluating and repurposing it for a given audience.</li> <li>know the audience when I am designing and creating digital content.</li> <li>use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions.</li> </ul>		<p style="text-align: center;"><u>Digital architects</u></p> <ul style="list-style-type: none"> <li>make judgements about digital content when evaluating and repurposing it for a given audience.</li> <li>know the audience when I am designing and creating digital content.</li> <li>use criteria to evaluate the quality of solutions and can identify improvements making some refinements to the solution, and future solutions.</li> </ul>





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	Earth and Space	Forces and Electricity	Evolution and inheritance	Light		Animals including humans
<b>Science</b>	<ol style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system (<b>Time taken to orbit- shadow clocks</b>)</li> <li>Describe the movement of the Moon relative to the Earth (<b>Moon phases- peer teach</b>)</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies (<b>Distance between objects in space</b>)</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (<b>Angle of the Earth creating the seasons</b>)</li> <li>Research into constellations and how you can see different constellations in different parts of the world</li> <li>Working scientifically: Research into &amp; draw simple graphs, identify patterns <b>Link between earlier sunrise earlier, sunset gets later so it is daylight longer. Link to seasons</b></li> </ol>	<ol style="list-style-type: none"> <li>Assess knowledge by building simple circuits (<b>Peer teach</b>)</li> <li>Individual hypothesis and experiment on associating the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, the loudness of buzzers and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> <li>Systematically identifying the effect if changing on component at a time in a circuit</li> <li>Open design option: (<b>Design and make a burglar alarm</b>)</li> </ol>	<ol style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (<b>Identify animals that lived in different historical periods</b>)</li> <li>Recognise that living things produce offspring of the same kind, but offspring vary and are not identical to their parents</li> <li>Identify how plants are adapted to suit environment in different ways and that adaptation may lead to evolution. (<b>Analyse advantages and disadvantages of specific adaptations</b>)</li> <li>Identify that characteristics are passed from par. to offspring (<b>Investigate breeding horses</b>) Combine animal characteristics to create an animal for a purpose</li> <li>Compare how some living things are adapted to survive in extreme conditions</li> </ol>	<ol style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines (<b>Light passing through holes in card- pinhole camera</b>)</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (<b>Experiment into making objects appear dimmer and brighter</b>)</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (<b>Investigate natural and man-made light sources</b>)</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (<b>Investigate shadow shapes- hand puppets</b>)</li> <li>Investigate: coloured filters (<b>Why images change in bent concave and convex mirrors</b>)</li> </ol>		<ol style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (<b>Create a mock circulatory system</b>)</li> <li>Recognise the impact of diet and exercise on lifestyle (<b>Research different types of exercise and their benefits</b>)</li> <li>Recognise the impact of drugs and lifestyle on the way their bodies function (<b>Work scientifically to research drugs both medical and illegal focussing on the impact on the body</b>)</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans. (<b>Journey of nutrients/ water through the body</b>)</li> <li>Independently choose and create a case study by working scientifically to explore the work of scientists and scientific research on the relationship between diet, exercise, drugs, lifestyle and health</li> </ol>





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<b>OVER ARCHING TOPIC</b>	<b>Elementary my dear Watson</b>	<b>Glorious Gunpowder</b>	<b>Murderous Mayans</b>	<b>Vicious Vikings</b>	<b>Riveting Railways</b>	
<b>Writing across the curriculum focus</b>	Art-Newspaper article Great Exhibition  D/T- Instructions Deerstalker hat	History- WW1 recount  Geography- information text Gunpowder	D/T- instruction chocolate cooking recipe  Geography- Francisco de Orellana first man to sail the Amazon	History/ RE- Norse mythology information text  RE- comparison between Christianity & Norse	D/T- train menu  Geography- letters from the Orient Express Persuasive - ride on-board a train	
<b>History</b>	<p style="text-align: center;"><b>Victorians</b></p> <ol style="list-style-type: none"> <li>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</li> <li>Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</li> </ol>	<p style="text-align: center;"><b>World War 1</b></p> <ol style="list-style-type: none"> <li>Give reasons why some events, people or developments are seen as more significant than others</li> <li>Describe and begin to make links between main events, situations and changes within and across different periods and societies</li> </ol>	<p style="text-align: center;"><b>Mayan civilisation</b></p> <ol style="list-style-type: none"> <li>Record knowledge and understanding in a variety of ways, using dates and key terms appropriately</li> <li>Suggest where we might find answers to questions considering a range of sources</li> <li>Understand that knowledge about the past is constructed from a variety of sources</li> </ol>	<p style="text-align: center;"><b>Viking invasions and Norse mythology</b></p> <ol style="list-style-type: none"> <li>Understand that the past is represented &amp; interpreted in different ways and give reasons for this</li> <li>Begin to offer explanations about why people in the past acted as they did</li> <li>Know knowledge about the past is constructed from a variety sources</li> </ol>	<p style="text-align: center;"><b>Industrial revolution</b></p> <ol style="list-style-type: none"> <li>Select sources independently and give reasons for choices</li> <li>Begin to offer explanations about why people in the past acted as they did</li> <li>Give reasons why some events, people or developments are seen as more significant than others</li> </ol>	
<b>Geography</b>	<p style="text-align: center;"><b>Map reading- London</b></p> <ol style="list-style-type: none"> <li>Locate places on a range of maps (variety of scales)</li> <li>Compare and contrast their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>Follow a route on a large scale map</li> <li>Draw a sketch map using symbols and a key,</li> </ol>	<p style="text-align: center;"><b>Origins of Gunpowder- Asia</b></p> <ol style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Asia (specifically China)</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ol>	<p style="text-align: center;"><b>Central/South America Amazon River</b></p> <ol style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Central and South America,</li> <li>Name and locate countries in Europe (including Russia) and their capitals cities</li> <li>Follow a route on a large scale map</li> <li>Study the similarities and difference (human and physical) between UK and a country in South America</li> </ol>	<p style="text-align: center;"><b>Scandinavian mountains</b></p> <ol style="list-style-type: none"> <li>Locate the world's countries, focus on Europe</li> <li>Draw a variety of thematic maps based on their own data</li> <li>Draw a sketch map using symbols &amp; a key,</li> <li>Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes, and the water cycle features</li> </ol>	<p style="text-align: center;"><b>UK geography</b></p> <ol style="list-style-type: none"> <li>Locate places on a range of maps (various scales)</li> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how these aspects have changed over time</li> </ol>	







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<b>Design and Technology</b>	<p><b><u>Construction Deerstalker hat</u></b></p> <ol style="list-style-type: none"> <li>1. Select tools and equipment suitable for the task</li> <li>2. Explain their choice of tools and equipment in relation to the skills and techniques they will be using</li> <li>3. Select materials and components suitable for the task</li> <li>4. Explain their choice of materials and components according to functional properties and aesthetic qualities</li> <li>5. Order the main stages of making</li> <li>6. Produce detailed lists of tools, equipment and materials that they need</li> </ol> <p><b><u>Cooking- preserves and bread</u></b></p> <ol style="list-style-type: none"> <li>1. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> <li>2. understand and apply the principles of healthy &amp; varied diet</li> </ol>	<p><b><u>Construction- Trench design</u></b></p> <ol style="list-style-type: none"> <li>1. Investigate - how well products have been designed, how well products have been made, why materials have been chosen, what methods of construction have been used, how well products work, how well products achieve their purposes and how well products meet user needs and wants</li> <li>2. Gather information about the needs and wants of particular individuals &amp; groups</li> <li>3. Develop their own design criteria and use these to inform their ideas</li> <li>4. Research designs</li> </ol> <p><b><u>Cooking- rations</u></b></p> <ol style="list-style-type: none"> <li>1. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ol>	<p><b><u>Construction: Mayan Temple</u></b></p> <ol style="list-style-type: none"> <li>1. Measure, mark out, cut and shape materials and components with some accuracy</li> <li>2. Assemble, join and combine materials and components with some accuracy apply a range of finishing techniques, include those from art and design, with some accuracy</li> <li>3. Use techniques that involve a number of steps</li> <li>4. Demonstrate resourcefulness, e.g. make refinements</li> </ol> <p><b><u>Cooking- uses of cocoa</u></b></p> <ol style="list-style-type: none"> <li>1. understand and apply the principles of a healthy and varied diet</li> <li>2. prepare and cook using a range of cooking techniques</li> <li>3. understand how ingredients (cocoa beans) are grown and processed</li> </ol>	<p><b><u>Construction: Viking ship</u></b></p> <ol style="list-style-type: none"> <li>1. Use computer-aided design</li> <li>2. Know how to reinforce/strengthen a 3D framework</li> <li>3. Know that a 3D textiles product can be made from a combination of fabric shapes</li> <li>4. Demonstrate resourcefulness, e.g. make refinements</li> </ol> <p><b><u>Cooking- healthy Vikings (fish, fruit and vegetables)</u></b></p> <ol style="list-style-type: none"> <li>1. understand and apply the principles of a healthy and varied diet</li> <li>2. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ol>		<p><b><u>Construction: Train/Track</u></b></p> <ol style="list-style-type: none"> <li>1. Share and clarify ideas through discussion</li> <li>2. Model their ideas using prototypes and pattern pieces</li> <li>3. Use annotated sketches, cross-sectional drawings and diagrams</li> <li>4. Understand how more complex electrical circuits and components can be used to create functional products</li> <li>5. Order the main stages of making</li> <li>6. Produce detailed lists of tools, equipment and materials</li> </ol> <p><b><u>Cooking- vegetable curry &amp; naan bread</u></b></p> <ol style="list-style-type: none"> <li>1. understand and apply the principles of a healthy and varied diet</li> <li>2. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ol>
	<b>Art and Design</b>	<p><b><u>The Great Exhibition- painting/ drawing</u></b></p> <ol style="list-style-type: none"> <li>1. Use sketchbooks to record drawings from observation</li> <li>2. Mix and match colours (create palettes to match images)</li> <li>3. Lighten and darken tones using black and white</li> <li>4. Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> </ol>	<p><b><u>WW1 Sculptures/ memorials- clay</u></b></p> <ol style="list-style-type: none"> <li>1. Experiment with different tones using graded pencils</li> <li>2. Research embroidery designs from around the world, create own designs based on these</li> <li>3. Sew simple stitches using a variety of threads and wool</li> <li>4. Investigate tie-dyeing</li> <li>5. Create a collage</li> </ol>	<p><b><u>Mayan art- variety of mediums</u></b></p> <ol style="list-style-type: none"> <li>1. Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>2. Develop individual and group collages, working on a range of scales</li> <li>3. Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</li> </ol>	<p><b><u>Norse patterns- variety of mediums</u></b></p> <ol style="list-style-type: none"> <li>1. Draw using a variety of tools and surfaces (paint, chalk, pastel, pen &amp; ink)</li> <li>2. Experiment with tones using graded pencils</li> <li>3. Research embroidery designs from the world, create own designs based on these</li> <li>4. Sew simple stitches using a variety of threads and wool</li> <li>5. Create a collage</li> </ol>	





# Edmondsley Primary School



Religious Education	How was Jesus perceived by those around him?	Who was mother Theresa?  Epiphany focus	What do we know about Christian charitable organisations?	What can we learn from sacred books?  Crucifixion/Resurrection focus.	Who was Buddha?	What do Buddhists believe?
Music	<p><b>Victorians</b></p> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music.</li> <li>Use and understand full staff and other musical notations</li> </ul>	<p><b>Christmas Performance</b></p> <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>	<ul style="list-style-type: none"> <li>Use and understand full staff and other musical notations</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Use and understand staff and other musical notations</li> </ul>		<p><b>End of Year Performance</b></p> <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Use and understand full staff and other musical notation.</li> </ul>
PSHCE	<p><b>New Beginnings</b></p> <ul style="list-style-type: none"> <li>I know that I am valued at school</li> <li>I understand my rights and responsibilities in our school.</li> <li>I can tell you what helps my group to work well together.</li> <li>I know some of my strengths and weaknesses and how to celebrate the things I am good at. I can help others to feel valued and welcomed.</li> <li>I can think of ways to solve a problem in my friendship group.</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>I know the difference between a casual and close relationship.</li> <li>I understand that people grieve in different ways.</li> <li>I can think about what embarrasses me and learn something about myself that I didn't know before.</li> <li>I can tell how others may feel in an unfamiliar situation.</li> <li>I recognise when I am using a put down.</li> <li>I know how to show others that I appreciate them.</li> </ul>	<p><b>Going for goals</b></p> <ul style="list-style-type: none"> <li>I can recognise and celebrate my own learning achievements.</li> <li>I can foresee obstacles and plan to overcome them when I am setting learning goals.</li> <li>I can make a personal long-term plan and break it down into smaller, achievable goals.</li> <li>I can recognize when I am using an excuse instead of finding a way around a problem.</li> <li>I can consider the consequences for myself and others, of possible solutions to reach my goal.</li> </ul>	<p><b>Good to be me</b></p> <ul style="list-style-type: none"> <li>I accept myself for who and what I am.</li> <li>I know the effect of boasting.</li> <li>I understand that strong feelings can build up and I can be overwhelmed by them.</li> <li>I can feel positive even when things go wrong.</li> <li>I can act in an assertive way with body language and tone of voice.</li> <li>I can act in an assertive way with body language and tone of voice.</li> </ul>	<p><b>Getting on and falling out</b></p> <ul style="list-style-type: none"> <li>I can understand how and when peaceful problem solving has worked.</li> <li>I can see a situation from another person or group's perspective.</li> <li>I know the term 'win-win' and try to find one in a conflict which does not seem to have a solution.</li> <li>I can take on a role in the group and contribute to overall outcome, using the qualities of effective teamwork.</li> <li>I can use peaceful problem solving to sort out difficulties others may face.</li> </ul>	<p><b>Changes</b></p> <ul style="list-style-type: none"> <li>I can tell you about some of the things that could change in my life and how I feel about them.</li> <li>I can tell you how I feel when I am uncomfortable or wary of change.</li> <li>I understand I may have mixed feelings about going to a new school.</li> <li>I can tell you coping strategies I have to deal with change.</li> <li>I understand that with change, some things still stay the same.</li> <li>I understand how some changes make us feel insecure and unconfident.</li> </ul>





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<b>Physical Education</b>	<p><b><u>Basketball</u></b></p> <ul style="list-style-type: none"> <li>Develop techniques of a variety of skills to maximise team effectiveness</li> <li>Use the skills e.g. of throwing and catching to gain points in</li> <li>Use tactics when attacking or defending</li> </ul> <p><b><u>Outdoor and adventure activities</u></b></p> <ul style="list-style-type: none"> <li>Plan and share roles within the group based on each other's strengths</li> <li>Understand individuals' roles and responsibilities</li> <li>Adapt roles or ideas if they are not working</li> <li>Recognise and talk about the dangers of tasks</li> <li>Recognise how to keep themselves and others safe</li> </ul>	<p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>Create longer, challenging dance phrases/dances</li> <li>Select appropriate movement material to express ideas/thoughts/feelings</li> </ul> <p><b><u>Gymnastics Sequence and balance</u></b></p> <ul style="list-style-type: none"> <li>Create a sequence of up to 8 elements: a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring</li> <li>Perform balances with control, showing good body tension</li> <li>Mirror and match partner's balance i.e. making same shape on a different level or in a different place</li> <li>Begin to take more weight on hands when progressing bunny hop into hand stand</li> </ul>	<p><b><u>Gymnastics travel, jump, roll</u></b></p> <ul style="list-style-type: none"> <li>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling</li> <li>Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor</li> <li>Increase the variety of pathways, levels and speeds at which you travel</li> </ul> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>Develop movement using:</li> <li>Actions (WHAT): travel, turn, gesture, jump, stillness</li> <li>Space (WHERE): formation, direction, level, pathways</li> <li>Relationships (WHO): solo/duo/trio, unison/canon/ contrast</li> <li>Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)</li> <li>Choreographic devices: motif, motif development, repetition and retrograde</li> </ul>	<p><b><u>Outdoor and adventure activities</u></b></p> <ul style="list-style-type: none"> <li>Draw maps and plans and set trails for others to follow</li> <li>Use the eight points of the compass to orientate</li> <li>Plan an orienteering challenge</li> <li>Plan strategies to solve problems/plan routes/follow trails/build shelters etc.</li> <li>Implement and refine strategies</li> </ul> <p><b><u>Games Football</u></b></p> <ul style="list-style-type: none"> <li>Use tactics when attacking or defending</li> <li>Apply rules of fair play to competitive games</li> </ul>	<p><b><u>Games Rugby</u></b></p> <ul style="list-style-type: none"> <li>Develop techniques of a variety of skills to maximise team effectiveness</li> <li>Use the skills e.g. of throwing and catching to gain points in</li> <li>Use tactics when attacking or defending</li> </ul>	<p><b><u>Cricket-Games</u></b></p> <ul style="list-style-type: none"> <li>Develop techniques of a variety of skills to maximise team effectiveness</li> <li>Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)</li> </ul> <p><b><u>Athletics - running and throwing</u></b></p> <ul style="list-style-type: none"> <li>Sustain pace over longer distance - 2 minutes</li> <li>Perform relay change-overs</li> <li>Identify the main strengths of a performance of self and others</li> <li>Identify parts of the performance that need to be improved</li> <li>Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus</li> </ul>
	<b>MFL</b>	<p><b><u>Introductory Unit A</u></b></p> <ul style="list-style-type: none"> <li>- Greetings and names</li> <li>- Francophonie (Europe)</li> <li>- Age</li> <li>- Numbers to 10 / 20</li> <li>- Opinions with games</li> <li>- Je vais + Francophonie/ Transport</li> </ul>	<p><b><u>Introductory Unit B</u></b></p> <ul style="list-style-type: none"> <li>- Greetings and names</li> <li>- Francophonie (World)</li> <li>- Family</li> <li>- Months/ Birthday</li> <li>- Farmer's in his Den</li> </ul>	<p><b><u>Portraits</u></b></p> <ul style="list-style-type: none"> <li>- Description and adjectives</li> <li>- Colours</li> <li>- J'ai and il/elle a/est</li> <li>- Negatives</li> </ul>	<p><b><u>Les quatre amis</u></b></p> <ul style="list-style-type: none"> <li>- Description and adjectives</li> <li>- Colours</li> <li>- Negatives</li> <li>- er verbs</li> <li>- C'est qui?</li> </ul>	

