



# Edmondsley Primary School

## Curriculum Map: Years 5/6 Cycle A

**Red Text = Theme**

**Purple Text = Links to specific topics/themes which will prepare children for the experiences of later life in modern Britain and particular needs identified for children who attend Edmondsley Primary School.**

	Autumn		Spring		Summer	
TOPIC	<b>The Space Race</b>	<b>Eye-opening Egyptians</b>	<b>The Shang Dynasty</b>	<b>The Wild Wild West</b>	<b>Hokusai (The wave-Japan)</b>	<b>Shipwrecks and Survival</b>
History	<p><b>Space race/cold war (Russia focus)</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><b>The Ancient Egyptians</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><b>Shang Dynasty</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><b>The Wild West</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>Understand that knowledge about the past is constructed from a variety of sources</li> </ol>	<p><b>Japanese History</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>Develop use of appropriate subject terminology, such as: empire, civilisation, monarch</li> </ol>	<p><b>Pirates/Age of discovery</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>





# Edmondsley Primary School

## Geography

### World Geography

1. Compare and contrast their environmental regions, key physical and human characteristics, countries, and major cities
2. Follow a route on a large scale map
3. Locate the world's countries, using maps to focus on Asia (Russia)

### Africa

1. Locate the world's countries, using maps to focus on Africa,
2. Name and locate countries in Europe (including Russia) and their capitals cities
3. Follow a route on a large scale map
4. Study the similarities and difference (human and physical) between UK and a country in Africa

### Asia

1. Locate the world's countries, using maps to focus on Asia (specifically China)
2. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
3. Locate the world's countries

### UK geography Vs North America Deforestation

1. Locate places on a range of maps (variety of scales)
2. Draw a variety of thematic maps based on their own data
3. Draw a sketch map using symbols and a key,
4. 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 some of these aspects have changed over time

### Volcanoes and Earthquakes

1. Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes, and the water cycle features (including hills, mountains, coasts and rivers), understand how these aspects have changed

### Map reading-unknown places

1. Locate places on a range of maps (variety of scales)
2. Draw a variety of thematic maps based on their own data
3. Draw a sketch map using symbols and a key,
4. Follow a route on a large scale map





# Edmondsley Primary School

## Design and Technology

### Construction- moon buggy

1. Select tools and equipment suitable for the task
2. Explain their choice of tools and equipment in relation to the skills and techniques they will be using
3. Select materials and components suitable for the task
4. Explain their choice of materials and components according to functional properties and aesthetic qualities
5. Order the main stages of making
6. Produce detailed lists of tools, equipment and materials that they need

### Cooking- space food (nutrition and freeze dried)

1. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
2. understand and apply the principles of a healthy and varied diet

### Construction- Pyramids, Canopic jars

1. Measure, mark out, cut and shape materials and components with some accuracy
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
3. Use techniques that involve a number of steps
4. Demonstrate resourcefulness, e.g. make refinements

### Cooking- Egyptian flatbread

1. understand and apply the principles of a healthy and varied diet
2. prepare and cook using a range of cooking techniques
3. understand how ingredients are grown and processed

### Construction- clay artefacts

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
2. Gather information about the needs and wants of particular individuals and groups
3. Develop their own design criteria and use these to inform their ideas
4. Research designs

### Cooking- Chinese food

1. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Construction- Teepee

1. Use computer-aided design
2. Know how to reinforce/strengthen a 3D framework
3. Know that a 3D textiles product can be made from a combination of fabric shapes
4. Demonstrate resourcefulness, e.g. make refinements

### Cooking- Native American food

1. understand and apply the principles of a healthy and varied diet
2. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

### Construction- woodblock (for Japanese printing)

1. Measure, mark out, cut and shape materials and components with some accuracy
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

### Cooking- sushi

1. understand and apply the principles of a healthy and varied diet
2. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques

### Construction- linked to survival

1. Share and clarify ideas through discussion
2. Model their ideas using prototypes and pattern pieces
3. Use annotated sketches, cross-sectional drawings and diagrams
4. Understand how more complex electrical circuits and components can be used to create functional products
5. Order the main stages of making
6. Produce detailed lists of tools, equipment and materials that they need

### Cooking- cooking over a fire

1. understand and apply the principles of a healthy and varied diet
2. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques





# Edmondsley Primary School



<b>Art and Design</b>		<p><b><u>Space Race- painting planets (Robert McCall)</u></b></p> <ol style="list-style-type: none"> <li>Use sketchbooks to record drawings from observation</li> <li>Mix and match colours (create palettes to match images)</li> <li>Lighten and darken tones using black and white</li> <li>Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves)</li> </ol>	<p><b><u>Shang dynasty- Chinese embroidery</u></b></p> <ol style="list-style-type: none"> <li>Experiment with different tones using graded pencils</li> <li>Research embroidery designs from around the world, create own designs based on these</li> <li>Sew simple stitches using a variety of threads and wool</li> <li>Investigate tie-dyeing</li> <li>Create a collage using fabric as a base</li> </ol>	<p><b><u>Egyptians- hieroglyphics</u></b></p> <ol style="list-style-type: none"> <li>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>Develop individual and group collages, working on a range of scales</li> <li>Use a range of stimulus for collage work, trying to think of more abstract ways of showing views</li> </ol>	<p><b><u>Wild West- Albert Bierstadt</u></b></p> <ol style="list-style-type: none"> <li>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>Experiment with different tones using graded pencils</li> <li>Research embroidery designs from around the world, create own designs based on these</li> <li>Sew simple stitches using a variety of threads and wool</li> <li>Investigate tie-dyeing</li> <li>Create a collage using fabric as a base</li> </ol>	<p><b><u>Hokusai- The wave</u></b></p> <ol style="list-style-type: none"> <li>Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink)</li> <li>Use the work of artists to replicate ideas or inspire own work</li> <li>Experiment with watercolour, exploring intensity of colour to develop shades</li> </ol>	<p><b><u>Shipwrecks and survival- shipwrecked paintings</u></b></p> <ol style="list-style-type: none"> <li>Use a variety of brushes and experiment with ways of marking with them</li> <li>Develop shadows</li> <li>Use of tracing</li> <li>Use the work of artists to replicate ideas or inspire own work</li> <li>Experiment with watercolour, exploring intensity of colour to develop shades</li> </ol>
	<b>Writing across the curriculum focus</b>	<p>History- Who won the Space race?</p> <p>D/T- Instructions for Space food</p>	<p>D/T- Cooking ingredients and recipe</p> <p>History- diary (Howard Carter)</p>	<p>History- Shang dynasty fact file</p> <p>Geography- letter on travel/ comparison</p>	<p>Geography- contrasting biodomes</p> <p>D/T- instructions</p> <p>History- newspaper outlaw wanted</p>	<p>Art- description of artistic work</p> <p>Geography- volcanoes and earthquakes fact file</p>	<p>Geography- Description</p> <p>Letter - Castaway</p>
<b>Spellings</b>	<b>Year 6</b>	<p><b>Week 1</b> – Numbers and months</p> <p><b>Week 2</b> – ei after c</p> <p><b>Week 3</b> - homophones</p> <p><b>Week 4</b> - homophones</p> <p><b>Week 5</b> - silent letters</p> <p><b>Week 6</b> - silent letters</p>	<p><b>Week 7</b> – bi, tri, quad</p> <p><b>Week 8</b> – s as c</p> <p><b>Week 9</b> – l before e</p> <p><b>Week 10</b> - or, aw, au, ore</p> <p><b>Week 11</b> - ant, ance, ancy</p> <p><b>Week 12</b> - ough</p>	<p><b>Week 13</b> - cious or -tious</p> <p><b>Week 14</b> - -cial or -tial</p> <p><b>Week 15</b> - -ant, -ance/-ancy,</p> <p><b>Week 16</b> - -ent, -ence/-ency</p> <p><b>Week 17</b> - ous, ious</p> <p><b>Week 18</b> - tion, -sion, -cian</p>	<p><b>Week 19</b> - -able, -ably</p> <p><b>Week 20</b> - -ible/ibly</p> <p><b>Week 21</b> - y (as in sympathy)</p> <p><b>Week 22</b> - ant, ance/ancy</p> <p><b>Week 23</b> - fer (double r and single r)</p> <p><b>Week 24</b> - ent, ence/ency</p>	<p><b>Week 25</b> - double consonant</p> <p><b>Week 26</b> - unstressed vowel</p> <p><b>Week 27</b> - hyphens</p> <p><b>Week 28</b> - ei, ir, oi, oy</p> <p><b>Week 29</b> - augh, eigh</p> <p><b>Week 30</b> - tion, sion, cian</p>	<p><b>Week 31</b> - ai, ee, ie, oe, ue</p> <p><b>Week 32</b> - silent letters</p> <p><b>Week 33</b> – homophones</p> <p><b>Week 34</b> - or, aw, au, ore</p> <p><b>Week 35</b> – que, ch</p> <p><b>Week 36</b> - ir, ur, er</p>
	<b>Year 5</b>	<p><b>Week 1</b> - ough/ou/ow</p> <p><b>Week 2</b> - ur/ir/er</p> <p><b>Week 3</b> - air/are/ear</p> <p><b>Week 4</b> - homophones ei after c</p> <p><b>Week 6</b> - nouns/ adjectives to verbs using -ate, -ise, ify</p>	<p><b>Week 7</b> - soft c</p> <p><b>Week 8</b> - soft g</p> <p><b>Week 9</b> - unusual plurals</p> <p><b>Week 10</b> - short vowel doubling</p> <p><b>Week 11</b> - double consonant words</p> <p><b>Week 12</b> - or/ore/oor/aw</p>	<p><b>Week 13</b> -tion, sion</p> <p><b>Week 14</b> -ssion, -cian</p> <p><b>Week 15</b> - ous, ious</p> <p><b>Week 16</b> -al</p> <p><b>Week 17</b> -ary</p> <p><b>Week 18</b> - ful</p>	<p><b>Week 19</b> - -able, -ible</p> <p><b>Week 20</b> - -our</p> <p><b>Week 21</b> - Spells words with the (ee) sound spelt ei after c</p> <p><b>Week 22</b> - ar</p> <p><b>Week 23</b> - Converts nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, ify)</p> <p><b>Week 24</b> -ch, que</p>	<p><b>Week 25</b> - -able, -ably</p> <p><b>Week 26</b> - double consonant</p> <p><b>Week 27</b> – ibly, ible</p> <p><b>Week 28</b> - ei and ie</p> <p><b>Week 29</b> - augh, eigh</p> <p><b>Week 30</b> - tial and cial</p>	<p><b>Week 31</b> - ai, ee, ie, oe, ue</p> <p><b>Week 32</b> - silent letters</p> <p><b>Week 33</b> - ir, ur, er</p> <p><b>Week 34</b> - or, aw, au, ore</p> <p><b>Week 35</b> - ant, ance/ancy</p> <p><b>Week 36</b> - tion, sion, cian</p>





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## Reading

- Recognises reoccurring themes and conventions across a range of texts
  - Participates actively in discussion about books
  - Discusses how authors use language, including figurative language and writing features, evaluating how this impacts on the reader
  - Summarises main idea from more than one paragraph
  - Uses elements taken from reading in own writing.
- Retrieves information effectively using organisational features
  - Records and presents information in different ways from non-fiction texts
  - Identifies how punctuation is used for impact and effect
  - Recognises techniques and styles used by authors then explains how authors use these to create particular moods and effects
  - Distinguishes between statements of fact and opinion in non-fiction.
  - Discusses and evaluates author's use of language and its impact on the reader
  - Explains author's organisation of a text and the reasons for this
  - Asks thoughtful and probing questions to enhance understanding of the text
- Demonstrates a positive attitude to reading by frequently reading for pleasure, both fiction and non-fiction
  - Reads and demonstrates familiarity with a wide range of genres including myths, legends, fiction from our history and stories from other cultures
  - Recommends books to others based on own reading preferences giving reasons for choice
  - Knows a wide range of poetry by heart
  - Explains how language, structure and presentation can contribute to the meaning of a text
  - Identifies themes and conventions demonstrated through discussion with understanding of their use in and across a wide range of writing
  - Draws on contextual evidence to make sense of what is read, participating in discussions to explore words with different meanings
  - Comments on how language, is used to contribute to meaning.
  - Makes comparisons within and across different texts
  - Draws inferences (such as inferring characters' feelings, thoughts and motives) from their actions and justifying inferences with evidence
  - Makes predictions based on details stated
  - Identifies key details that support main ideas using them to summarise content drawn from more than one paragraph

## 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





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	<p><b>Writing Process</b></p> <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> </ul> <p>Assesses the effectiveness of their own and others' writing</p> <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             <ul style="list-style-type: none"> <li>Changes the length, structure and subject of sentences to extend meaning and interest the reader</li> </ul> </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             <ul style="list-style-type: none"> <li>Proof reads writing for a range of audiences to ensure accuracy of spelling and punctuation</li> </ul> </li> </ul>										
	<p><b>Genre</b></p> <table border="1"> <tr> <td> <p><b>The Space Race</b></p> <ul style="list-style-type: none"> <li>Instructions to make a moon buggy</li> <li>Newspaper- Alien landing</li> <li>Descriptive writing</li> </ul> </td> <td> <p><b>Eye-opening Egyptians</b></p> <ul style="list-style-type: none"> <li>Recount- Oriental Museum trip</li> <li>Diary- Howard Carter</li> <li>Explanation text- history link</li> <li>Descriptive text: Egyptian pyramids</li> <li>Narrative- tomb raider</li> <li>WW1 centenary week</li> </ul> </td> <td> <p><b>The Shang Dynasty</b></p> <ul style="list-style-type: none"> <li>Short story anthology</li> <li>Newspaper: discovery of an artefact</li> <li>Narrative- Chinese myths</li> <li>Recount- oriental museum trip</li> </ul> </td> <td> <p><b>The Wild Wild West</b></p> <ul style="list-style-type: none"> <li>Newspaper-wanted gunslinger</li> <li>Fact file- Native Americans</li> <li>Narrative- "Misfortune Annie and the Locomotive Reaper" Gusto Dave</li> </ul> </td> <td> <p><b>Hokusai (The wave- Japan)</b></p> <ul style="list-style-type: none"> <li>Promotional travel leaflet</li> <li>Japan focus- tsunamis, earthquakes information text</li> <li>Narrative: Kobo and the two strings</li> <li>Poetry (Haikus)</li> </ul> </td> <td> <p><b>Shipwrecks and Survival</b></p> <ul style="list-style-type: none"> <li>Diary: shipwrecked</li> <li>Information text- rivers</li> <li>Survival guide</li> <li>John Muir Award</li> <li>Instructions- building shelter, fire, tools</li> <li>Robinson Crusoe</li> </ul> </td> </tr> </table>						<p><b>The Space Race</b></p> <ul style="list-style-type: none"> <li>Instructions to make a moon buggy</li> <li>Newspaper- Alien landing</li> <li>Descriptive writing</li> </ul>	<p><b>Eye-opening Egyptians</b></p> <ul style="list-style-type: none"> <li>Recount- Oriental Museum trip</li> <li>Diary- Howard Carter</li> <li>Explanation text- history link</li> <li>Descriptive text: Egyptian pyramids</li> <li>Narrative- tomb raider</li> <li>WW1 centenary week</li> </ul>	<p><b>The Shang Dynasty</b></p> <ul style="list-style-type: none"> <li>Short story anthology</li> <li>Newspaper: discovery of an artefact</li> <li>Narrative- Chinese myths</li> <li>Recount- oriental museum trip</li> </ul>	<p><b>The Wild Wild West</b></p> <ul style="list-style-type: none"> <li>Newspaper-wanted gunslinger</li> <li>Fact file- Native Americans</li> <li>Narrative- "Misfortune Annie and the Locomotive Reaper" Gusto Dave</li> </ul>	<p><b>Hokusai (The wave- Japan)</b></p> <ul style="list-style-type: none"> <li>Promotional travel leaflet</li> <li>Japan focus- tsunamis, earthquakes information text</li> <li>Narrative: Kobo and the two strings</li> <li>Poetry (Haikus)</li> </ul>
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<b>Science</b>	<p><b>Earth and Space</b></p>		<p><b>Electricity</b></p>		<p><b>Animals including humans</b></p>						
						<p><b>Light</b></p>					
						<p><b>Evolution and inheritance</b></p>					





# Edmondsley Primary School



	<ol style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies</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</li> <li>Working scientifically: Research into &amp; draw simple graphs, identify patterns</li> </ol>	<ol style="list-style-type: none"> <li>Assess knowledge by building simple circuits</li> <li>Individual hypothesis and experiment on associating with the number and voltage of cells used in the circuit</li> <li>Compare and give reasons for variations in how components function, and the on/off position of switches</li> <li>Use recognised symbols when representing a simple circuit in a diagram.</li> <li>Open design option:</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</li> <li>Recognise the impact of diet and exercise on lifes.</li> <li>Recognise the impact of drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</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>	<ol style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines</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</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</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. (Investigate shadow shapes-hand puppets)</li> <li>Investigate: coloured filters</li> <li>Why images change in bent concave and convex mirrors</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</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 are adapted to suit environment in different ways and that adaptation may lead to evolution. Analyse advantages and disadvantages of specific adaptations</li> <li>Identify that characteristics are passed from parent. to offspring</li> <li>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>
<b>Maths</b>	<ul style="list-style-type: none"> <li>Number and place value (comparing, rounding, reading)</li> <li>Addition and subtraction (written methods and reasoning)</li> <li>Multiplication and division (written methods and reasoning)</li> </ul>	<ul style="list-style-type: none"> <li>Fractions               <ol style="list-style-type: none"> <li>What a fraction is, counting in fractions</li> <li>Simplify fractions equivalent fractions</li> <li>Compare and order fractions</li> <li>Add and subtract fractions</li> <li>Multiply and divide fractions</li> </ol> </li> <li>Decimals</li> <li>Percentage</li> </ul>	<ul style="list-style-type: none"> <li>Geometry               <ol style="list-style-type: none"> <li>Properties of shapes</li> <li>Position and direction</li> </ol> </li> <li>Measures (including time)</li> </ul>	<ul style="list-style-type: none"> <li>Statistics</li> <li>Algebra</li> </ul> <p>Ratio and proportion</p>	Arithmetic and reasoning SATs preparation	Problem solving investigations





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Computing	Let's learn a language	Heroes and Villains	'Building Battle Bots	The Ministry of crazy coding		Young Authors
PSHCE	<p><b>New Beginnings</b></p> <ul style="list-style-type: none"> <li>I know how to join a group.</li> <li>I understand why we need to have different rules in different places.</li> <li>I can give and accept a compliment.</li> <li>I can tell you how unique and special I am.</li> <li>I can manage my feelings &amp; usually find a way to calm myself down when necessary.</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 family, friends and others I know</li> <li>I know how people feel if they lose something or someone they love.</li> <li>I can explain the feelings of guilt and feeling ashamed.</li> <li>I can predict how I will feel in a new situation.</li> <li>I know how to make a good choice over a bad choice.</li> <li>I can make important people in my life feel valued.</li> </ul>	<p><b>Going for goals</b></p> <ul style="list-style-type: none"> <li>I know what I need to improve to be a better learner.</li> <li>I can set myself a challenging goal to improve my learning skills.</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 find learning difficult and persevere when I need to.</li> <li>I can make a choice about what to do based upon my predictions of the likely consequences.</li> <li>I can make a choice based upon my predictions of the likely consequences.</li> </ul>	<p><b>Good to be me</b></p> <ul style="list-style-type: none"> <li>I can tell you when I am impulsive and when I think things through.</li> <li>I can tell whether I like surprises or like things to stay the same.</li> <li>I understand why we sometimes run away or feel frightened when we feel threatened.</li> <li>I can use strategies to help me deal with disappointment.</li> <li>I can express myself assertively in a variety of ways.</li> <li>I can stop and think before I act when I have negative feelings.</li> </ul>	<p><b>Getting on and falling out</b></p> <ul style="list-style-type: none"> <li>I can understand and use peaceful problem solving.</li> <li>I can see a situation from another person's perspective.</li> <li>I know the term 'win-win' and try to find one in a conflict.</li> <li>I can take on a role in the group and contribute to overall outcome.</li> <li>I can use peaceful problem solving to sort out difficulties.</li> </ul>	<p><b>Changes</b></p> <ul style="list-style-type: none"> <li>I know that change can be really good and can tell you about some changes that have made our lives better.</li> <li>I can tell you how I would feel if a change that I didn't want happened to me.</li> <li>I can understand why people behave as they do when they are finding a change difficult.</li> <li>I know that sometimes there can be positive outcomes from changes that I didn't like at first.</li> <li>I can think about and plan to overcome obstacles when I am trying to change something in my life.</li> </ul>







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## Physical Education

### Basketball Rugby

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate], and apply basic principles suitable for attacking and defending
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Dance

- Develop movement using;
  - Actions (WHAT): travel, turn, gesture, jump, stillness
  - Space (WHERE): formation, direction, level, pathways
  - Relationships (WHO): solo/duo/trio, unison/canon/contrast
  - Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)
- Choreographic devices; motif, motif development, repetition and retrograde

### Gymnastics- Sequence and balance

- 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
- Perform balances with control, showing good body tension
- Mirror and match partner's balance i.e. making same shape on a different level or in a different place
- Begin to take more weight on hands when progressing

### Gymnastics- travel, jump, roll

- Create a longer more complex sequence of up to 10 elements e.g. a combination of counter tension/counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling
- 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
- Increase the variety of pathways, levels and speeds at which you travel

### Football

- play competitive games, modified where appropriate], and apply basic principles suitable for attacking and defending
- Use tactics when attacking or defending
- Apply rules of fair play to competitive games
- 

### Outdoor and adventure activities

- Plan and share roles within the group based on each other's strengths
- Understand individuals' roles and responsibilities
- Adapt roles or ideas if they are not working
- Recognise and talk about the dangers of tasks
- Recognise how to keep themselves and others safe

### Dance

- Develop movement using;
  - Actions (WHAT): travel, turn, gesture, jump, stillness
  - Space (WHERE): formation, direction, level, pathways
  - Relationships (WHO): solo/duo/trio, unison/canon/contrast
  - Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden)
- Choreographic devices; motif, motif development, repetition and retrograde

### Games Netball

- Develop techniques of a variety of skills to maximise team effectiveness
- Use the skills e.g. of throwing and catching to gain points in
- Use tactics when attacking or defending

### Cricket-Games

- Develop techniques of a variety of skills to maximise team effectiveness
- Use the skills e.g. of throwing and catching to gain points in competitive games (fielding)

### Athletics - running and throwing

- Sustain pace over longer distance - 2 minutes
  - Perform relay change-overs
  - Identify the main strengths of a performance of self and others
  - Identify parts of the performance that need to be improved
- Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus





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<b>MFL</b>	Transport	French speaking countries	Life and Health Food	Sports	Our body parts.	Colours
<b>Religious Education</b>	What do Sikhs believe and how are these beliefs expressed?	What are the themes of Christmas?	What can we find out about a local Muslim community?	Why is the Last Supper so important to Christians?	Why do Muslims travel to sacred places?	What do we now know about Christianity?
<b>Music</b>	<p><b>Space- Holst 'The Planets'</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand full staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts</p> <p>Develop an understanding of the history of music</p>	<p><b>Singing for Christmas production</b> Perform in solo and ensemble contexts, using their voices and instruments with increasing accuracy, fluency, control and expression</p>	<p><b>Shang dynasty-composing a ceremonial piece for the Gods</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand full staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts</p> <p>Develop an understanding of the history of music</p>	<p><b>Native American tribal drumming</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand full staff and other musical notations</p> <p>Play and perform in solo and ensemble contexts</p> <p>Develop an understanding of the history of music</p>	<p><b>Japan</b> (Listening to Japanese music during revision) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions</p> <p>Develop an understanding of the history of music</p>	<p><b>Singing for Summer production</b> Perform in solo and ensemble contexts, using their voices and instruments with increasing accuracy, fluency, control and expression</p>

