West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Five	Term: Autumn	Whole Class Text (s):	Theme:

English: See English Long Term Plan	Maths: Follow Power Maths
RE Summer 1 U2.1 Why do some people think God exists? • Give several examples to show how believing in God can affect people's lives differently. • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Express their own ideas about theism, atheism and agnosticism. • Suggest answers to some of the Big Questions about the existence of God. • Consider reasons that people might believe or not believe in God. • Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas. • Consider how facts, beliefs and opinions come about and how they are interpreted. • Respond thoughtfully to the question, "Is God real?", giving evidence to back up my ideas.	Summer 2 U2.4 If God is everywhere, why go to a place of worship? (focus on visit to church and Mandir) • Describe and explain differences within Anglican and Baptist churches. • Make links between Christian beliefs and features of these places of worship. • Describe differences between worship in the home and at the mandir. • Describe the differences between different Jewish synagogues. • Make links between Jewish beliefs and features of Jewish places of worship. • Describe what places of worship are for. • Describe what people from different religions would say the most important function of their place of worship is. • Make links between Hindu beliefs and worship. • Give examples of how places of worship are helpful to believers in difficult times. • Explain how and some people see the place of worship as being more about the people than the building.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Britain's settlement by Anglo-Saxons and Scots	• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire • Scots invasions from Ireland to north Britain (now Scotland) • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne (Establishment of Whitby Abbey Streonshalh by King Oswy of Northumberland)	• Draw a timeline with different historical periods showing key historical events and people • place current study on timeline in relation to other studies. • know and sequence key events of time studied. • use relevant terms and periods labels. • relate current studies to previous studies. • make comparisons between different times in history. • begin to identify primary and secondary sources • use evidence to build up a picture of life in time studied • select relevant sections of information • confident use of library, Internet, research • investigate own lines of enquiry.	Show on timeline where these events fit in line with historical knowledge from previous years. Explain the difference between primary and secondary sources. Written comparison between Anglo-Saxons and Romans. Use primary sources such as a

			• Use reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.	visit to Whitby Abbey to explore St Hilda and Caedmon. Artwork – Anglo-Saxon crosses based on Caedmon's cross Presentation about the Synod of Whitby
Geography	Locational Knowledge	• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • identify seasonal and daily weather patterns in the United Kingdom and the location of hot &cold areas of the world in relation to the Equator & the North & South Poles •	• to describe route and direction, location linking 8 points of compass to degrees on compass • locate information/ place with speed and accuracy • Understand climate zones.	Use 8 points of compass Confidently use atlases, maps and globes to find places around the world. Name contonents, ocean and countries. Understand climate zones – linked to science (space)
Art	Drawing and Painting based on Hokusai and Van Gogh	Confidently use a sketchbook for a variety of purposes including: Recording observations, developing ideas, testing materials and techniques, planning and recording information. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. Independently makes notes of all of the above in a sketchbook.	Use dry media to make different marks, lines, patterns and shapes within a drawing. Work in a sustained and independent way to create a detailed drawing. Develop close observation skills using view finders. Use different techniques for different purposes i.e. shading, hatching within their own work. Begin to develop an awareness of composition, scale and proportion in their paintings e.g. foreground, middle ground and background. (Hopper, Hokusai) Develop a painting from a drawing. (based on Great Wave of Kanagawa) Carry out preliminary studies, trying out different media and materials including palette knives and freely mixing appropriate colours, in the style of Van Gogh. Show movement using paint application techniques.	Drawing lines to show movement using Hokusai to influence. Drawings on location at the beach using viewfinders. Drawing of the beach in more detail thinking about composition. From drawings paint the beach in the style of The Great Wave. (watercolours) Study Van Gogh's landscapes and explore how he showed movement.

				Experiment with pallette knives and acrylic paint to show movement. Paint a seascape based on drawings of the beach.
DT	Yule logs	Investigate products/images to collect ideas. Sketch and model alternative ideas. Record ideas using annotated diagrams. Make prototypes. Use found information to inform decisions. **Understand** how key events and individuals have helped shape the world **Research** a range of innovative, functional, appealing products and determine whether they are fit for purpose **Explore**, investigate and analyse a range of existing products **Evaluate** a product against the design criteria **Understand** a product should be well finished in a way that would appeal to users. **Listen and respond** to the views of others on how to improve their work	• To learn to cut, mix, spread, slice, blend, grate and chop ingredients with some accuracy using a variety of equipment and tools. • To develop understanding of food groups, hygiene, healthy eating and a balanced plate. • Describe food products in terms of taste, texture, flavour and relate this to the intended purpose of the food. • Understand that some foods may not be eaten raw, as it is unsafe/ Work in a safe and hygienic way. • To time cooking and prep time with some accuracy for accurate results.	• Understand products available and the use of decorative embellishment to sell products. • Evaluate locally available Yule logs. • Learn cake decorating techniques – Botham's link • Use cake decorating techniques to produce an attractive Yule Log
Computing	Online safety (Be Internet Legends) Learn to code 2 (continues in Spring and Summer)	• Describe variables • Demonstrate use of variables in everyday life • Code using variables • Describe what types and initialization are • Demonstrate use of types and initialization in everyday situation • Code using types and initialization • Describe what parameters are • Demonstrate parameters in everyday situations • Code using parameters • Describe what arrays are • Demonstrate arrays in everyday situations • Code using arrays	• Design, 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; work with variables and various forms of input and output. • To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • To select, use and combine a variety of software (including internet services) on a range of digital	Build your own world with all concepts learned

	Everyone can create – Music	Rhythm and Drumbeats • Customise a virtual drummer's performance using drummer • Recognise note lengths and common percussion instruments • Program drum sounds to create a drumbeat using the beat sequencer	devices to design and create a range of programs, systems and content that accomplish given goals. • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Build our own drumbeat
Science	Forces Earth and space	• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky.	• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments.	• AFL will be used to gather a range of evidence from practical work and reporting including: • Design an investigation on forces. Child led enquiry (ask question, plan, perform, record and evaluate) • A picture diary of the changing shape of the moon each night. . • A voice over for a video or animation to explain how the earth moves in relation to the sun and the moon moves in relation to

				the earth.
Music	Computing – Raps Ukulele playing	• Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques. • Maintain a strong sense of pulse and recognise when going out of time. Critique own and others' work, offering specific comments and justifying these. As appropriate, follow and write basic shapes of music including staff and other notations through singing, composing and playing short passages of music when working as a musician. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, including those recommended in MMC, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these	See computing curriculum. • Hold the ukulele correctly and know the parts of it. • Know the note names of all strings and where they appear on a stave. • Understand a chord is made up of several notes. • Strum rhythmically in time with others. • Play chord C. • Begin to understand chord diagrams and basic tablature. • Sing and play at the same time, following conductor and staying in time. • Know to stop if you make a mistake and join in again later. • Learn chord F and be able to change between C and F fluently.	Use Garageband to create backing track for raps. • Play 'Row your boat', using chord C on ukulele. • Play 'you are my sunshine' using chords C and F. • Perform as an ensemble.
PE		*Dance (through carousel activities for half a term with dance teacher)*	• Beginning to exaggerate dance movements and motifs (using expression when moving) • Demonstrates strong movements throughout a dance sequence. • Combines flexibility, techniques and movements to create a fluent sequence. • Moves appropriately and with the required style in relation to the stimulus. • *e.g using various levels, ways of travelling and motifs.* • Beginning to show a change of pace and timing in	Performs dance with dance teacher

		Gymnastics *Swimming (Y5 children will have swimming throughout the year for every term)*	their movements. • Uses the space provided to his maximum potential. • Improvises with confidence, still demonstrating fluency across their sequence. • Modifies parts of a sequence as a result of self and peer evaluation. • Uses more complex dance vocabulary to compare and improve work. • Select and combine their skills, techniques and ideas. • Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. • Draw on what they know about strategy, tactics and composition when performing and evaluating. • Analyse and comment on skills and techniques and how these are applied in their own and others' work. • Uses more complex gym vocabulary to describe how to improve and refine performances. • Develops strength, technique and flexibility throughout performances. • Links skills with control, technique, co-ordination and fluency. • Understands composition by performing more complex sequences. • Swims competently, confidently and proficiently over a distance of at least 25 metres • Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke. • Performs safe self-rescue in different water-based situations.	To compose a sequence that can be adapted and edited throughout the PE lessons. To work towards swimming a distance of 25 metres and/or work towards the next stage certificate.

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Five	Term: Spring	Whole Class Text (s):	Theme:

English: See English Long Term Plan	Maths: Follow Power Maths

RE Spring Term (1 and 2) U2.2 What would Jesus do? (Can we live by the values of Jesus in the 21st century?)	• Describe Jesus' teaching on how his followers should live. • Describe the 'mission' of Jesus and give examples of how this might mean Christians should live. • Interpret the widows offering and the story of Zaccheus saying what they show Christians about how they should handle wealth. • Describe some of Jesus' stories, teachings and example to show why he saw forgiveness as so important. • Explore and explain the impact of Jesus' teaching on some examples of major Christian charities in the UK today. • Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times. • Give examples of how following the example of Jesus might have on Christians and other communities. • Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	• Viking raids and invasion • Resistance by Alfred the Great and Athelstan, first king of England • Further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066	• Draw a timeline with different historical periods showing key historical events and people • Explain how our locality has changed over time • Summarise the main events from a period of history, explaining the order of events and what happened • study different aspects of life of different people – differences between men and women • examine causes and results of great events and the impact on people • compare life in early and late times studied • compare an aspect of life with the same aspect in another period	Timeline of Anglo-Saxon rule Biography – Alfred the Great supported by documentary evidence Drama and written work about the Danish raids on Whitby Abbey and other parts of England. Leaflets about Viking Life

				and differences between men and women – visit to Jorvik. Written comparisons on modern and Viking life. Posters showing comparison between early and late Anglo-Saxon periods. Stories about Norse legends. Diary entries on the lead-up to the Norman Conquest.

Geography	Place knowledge compare and contrast North America	• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
		• use basic geographical vocabulary to refer to:
		  • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
		  • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
		•
			• ask questions: what is this landscape like? how has it changed? what made it change? how is it changing?
			• analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life.
			• communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new
			• . water and effects on the environment, settlement, environmental change, sustainability
			• use key to make deductions about landscape/ industry/ features etc
			•
				Explore the wide geography of USA.
				Look at climate zones, landscape features, land use, physical features and human features of the USA. Compare to UK.

Art	Painting with acrylics based on Van Gogh 3D and collage - inspired by architecture of Hundertwasser and Gaudi	Regularly analyse and reflect on their progress taking account of what they hoped to achieve. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Mix and match colours to create atmosphere and light effects, using Van Gogh as inspiration to produce a self portrait. Be able to identify and work with complementary and contrasting colours, using colour imaginatively in the style of Van Gogh.	Study Van Gogh's self portraits and note how complimentary colours and brush strokes are used to create mood. Self-portraits in the style of Van Gogh, using palette knives and brush strokes to show movement. Use complimentary colour in self portraits to create

		Adapt their work according to their views and describe how they might develop it further. Independently makes notes of all of the above in a sketchbook.	Plan a sculpture through drawing and other preparatory work - a large scale group project inspired by Gaudi and Hundertwasser houses. Use Shape, form, model and construct from observation or imagination. Use recycled, natural and man-made materials to create sculptures - Mod-roc Gaudi house. Use different techniques, colours and textures etc. when designing and making pieces of work. Use collage as a means of extending work from initial ideas	mood. Study architecture of Gaudi and Hundertwasser. Draw a range of houses of various architectural styles. Plan and create LARGE SCALE Gaudi-style buildings in Mod-roc. Work in small groups to do this. Use collage to decorate sculptures.
DT	Cams – links to forces in science	Investigate products/images to collect ideas. Sketch and model alternative ideas. Record ideas using annotated diagrams. Make prototypes. Use found information to inform decisions. **Understand** how key events and individuals have helped shape the world **Research** a range of innovative, functional, appealing products and determine whether they are fit for purpose **Explore**, investigate and analyse a range of existing products **Evaluate** a product against the design criteria **Understand** a product should be well finished in a way that would appeal to users. **Listen and respond** to the views of others on how to improve their work	**Construction** Join materials using appropriate methods. Use a cam to make an up and down mechanism. Build frameworks using a range of materials to support mechanisms. E.g. wood, corrugated card and plastic. Use a glue gun with close supervision. Understand and use mechanical components such as gears, pulleys, levers in a product.	Explore the range of mechanisms. Produce design criteria for product Produce a project folder. Design a product. Create a product using a range of mechanisms. Evaluate product.
Computing	Continue coding Everyone can create – draw Online safety (Be	Logos • Use shapes to convey a message • Choose colours to show emotion • Add style through hand lettering and embellishments	• Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	Create a logo Create an infographic

	Internet Legends)	Infographics • Design a layout to convey information • Organise data to tell a story • Create visuals to simplify and represent data	• Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	
Science	Properties and changes of materials	• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments.	AFL will be used to gather a range of evidence from practical work and reporting including: • Create a report giving reasons based on evidence from comparative tests, for the particular use of everyday materials including wood, plastic and metals. • Create a digital presentation to describe the changes as humans develop to old age.

	Animals including humans	Describe the changes as humans develop to old age.		
Music	Ukulele playing Bob Marley and reggae music	Critique own and others' work, offering specific comments and justifying these. As appropriate, follow and write basic shapes of music including staff and other notations through singing, composing and playing short passages of music when working as a musician. Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, including those recommended in MMC, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these	• Learn chord G and move fluently between C, F and G. • Listen to reggae and recognise the emphasis on off-beat rhythm. • Learn about Jamaica as the birthplace of reggae, it's culture, the influence of African slaves, and modern issues. • Learn about the life of Bob Marley and his positive messages. • Play off-beat strum rhythm on ukulele. • Learn and perform 'Three Little Birds' • Evaluate recorded performances, improve and re-record.	Play 'Three Little Birds' on the ukulele. Recognise reggae music as a genre. Explore the cultural and political aspects of reggae music and the life of Bob Marley.
PE		*Invasion Games* *Outdoor Adventurous*	• Dribble effectively around obstacles. Show precision and accuracy when sending and receiving. • Uses skills with co-ordination, control and fluency. • Takes part in competitive games with a strong understanding of tactics and composition. • Can create their own games using knowledge and skills. • Can make suggestions as to what resources can be used to differentiate a game. • Apply basic skills for attacking and defending. • Uses running, jumping, throwing and catching in isolation and combination. • Develops strong listening skills. • Uses and interprets simple maps.	To learn at least one type of invasion games. To introduce the basic rules of one type of invasion game. Attend Peat Rigg Outdoor Centre residential week

		Net/wall games *Dance* *Swimming*	• Think activities through and problem solve using general knowledge. • Choose and apply strategies to solve problems with support. • Discuss and work with others in a group. • Demonstrates an understanding of how to stay safe. • Play recognised version of net game showing tactical awareness and knowledge of rules and scoring. • play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game • perform skills with accuracy, confidence and control combine and perform skills with control, adapting them to meet the needs of the situation • See above - as repeated throughout the year. • See above	To learn skills based around net and wall games. To perform a dance with the dance teacher. To work towards swimming a distance of 25 metres and/or work towards the next stage certificate.

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: Five	Term: Summer	Whole Class Text (s):	Theme:

English: See English Long Term Plan	Maths: Follow Power Maths

RE Summer Term (1 and 2) U2.6 What does it mean to be a Muslim in Britain today?	• Make links between Muslim practice of the five pillars and Muslim beliefs about God. • Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad. • Describe and reflect on how the Qur'an is significant to Muslims. • Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims. • Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim. • Identify and explain connections between the main functions of the Mosque and Muslim beliefs.

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Local History -the history of mining	• Understand why the local area was industrialised and what was mined. • Understand how mining worked and the various types of mining that happened in the local area. • Which local places/landmarks were built as a result of industrialisation and why. • How industrialisation affected the local population. • How the decline of industrialisation has affected the local area and population.	• use appropriate terms, matching dates to people and events • record and communicate knowledge in different forms· work independently and in groups showing initiative • Explain how our locality has changed over time	Historical written explanations about the local history of alum mining in the North York Moors. Diary entries to show how mining changed the area. Visual comparisons to present day mining in our area. Draw and date local buildings linked to historical findings. **Visit to Danby Moors Centre Mining Exhibition, and/or Skinningrove Museum.**
Geography	Rivers and the sea	• use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	• identify and explain different views of people including themselves. • design and use questionnaires to obtain views of community on subject. • collect and record evidence. • conduct a land use survey • categorise codes	• Conduct a study of the River Esk. • Identify parts of a river and how the water flows to the sea. • Understand physical features of our area and how they are affected, caused and

		• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	• . water and effects on the environment, settlement, environmental change, sustainability • field sketches should show understanding of pattern/ movement/ change • draw in scale – accuracy of scale • use key to make deductions about landscape/ industry/ features etc •	threatened by the river and sea • Understand how physical features of our area have influenced human features. • Explore impact of tourism on the area. • Explore impact/threat of erosion and rising seas. • Use and understand OS maps and their keys and symbols • **Beach Schools work on location.**
Art	**Drawing - including inspiration from Hopper Victorian railway posters.** **Printing - inspired by railway posters, linked to local area history study**	Engage in open-ended research and exploration in the process of initiating and developing their own personal ideas. Research and discuss the ideas and approaches of various artists, craftspeople, designers and architects, taking into account their particular cultural context and intentions. Know how to describe the processes they are using and how they hope to achieve high quality outcomes.	Begin to use simple perspective in their work using a single focal point and horizon.(inspired by Edward Hopper) Create printing blocks by simplifying an initial sketchbook idea Use relief or impressed method of printing with polyprint, rollers and ink.	Teach children how to use perspective – vanishing point. Look at perspective in Hopper's work and how he paints buildings. Draw local buildings using perspective (link to History) Look at Railway posters advertising holidays in our area. Identify themes and styles. Create your own railway poster to advertise visiting the places studied in History. Sketches of initial ideas to make a final printing block, printed using rollers and ink. Show perspective linked to drawing done this term.

DT	Recycling/repurposing Making beach cakes	Investigate products/images to collect ideas. Sketch and model alternative ideas. Record ideas using annotated diagrams. Make prototypes. Use found information to inform decisions. **Understand** how key events and individuals have helped shape the world **Research** a range of innovative, functional, appealing products and determine whether they are fit for purpose **Explore**, investigate and analyse a range of existing products **Evaluate** a product against the design criteria **Understand** a product should be well finished in a way that would appeal to users. **Listen and respond** to the views of others on how to improve their work	• To learn to mark out, use and cut simple patterns and templates, with some accuracy, using pencil/pen, ruler, tape measure, fabric crayons and scissors, fabric scissors and needles. • To use a variety of fabrics e.g. felt, calico, Hessian. • • To learn to thread a needle with some accurately. • Cut accurately and safely to a marked line. To measure ingredients with some accuracy using scales. To time cooking and prep time with some accuracy for accurate results. Follow an increasingly detailed recipe. Measure out ingredients by weight or quantity, using scales where appropriate / Understand that by varying, altering the weight and quantity of the ingredients from the recipe, the product will vary in taste and flavour. Describe food products in terms of taste, texture, flavour and relate this to the intended purpose of the food. Understand that some foods may not be eaten raw, as it is unsafe/ Work in a safe and hygienic way.	• Complete a project folder for fabric recycling. • Produce a recycled shopping bag that can be used many times, reducing the need for plastic bags. Make beach cakes on the campfire, on the beach.
Computing	Continue coding from Autumn and Spring Everyone can create – photo Everyone can create – video Online safety (Be Internet Legends)	Photo Journalism • Tell a story with a series of photos • Rearrange and add transition to slides • Layer text on top of photos in keynote Tutorials • Set up and use a teleprompter • Split a clip and take out a part you don't want • Fix jump cuts Documentaries	• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. • Select, use and combine a variety of software	Create a photo documentary Create a teaching show Create a documentary

		• Use camera's manual control to change focus and exposure • Create split screen and picture in picture overlays • Add transition effects and lower third titles	(including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • Be discerning in evaluating digital content. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	
Science	Living things and their habitats	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals.	• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision. • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs. • Using test results to make predictions to set up further comparative and fair tests. • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations. • Identifying scientific evidence that has been used to support or refute ideas or arguments.	AFL will be used to gather a range of evidence from practical work and reporting including: • Present an understanding of the life cycles of a range of animals (pictorially, drama or by creating a game)
Music	Listening/appraising - ten pieces Ravi Shankar and Hans zimmer. Composing a film score3e4	• Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, including those recommended in MMC, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these • Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. • Critique own and others' work, offering specific	• Relate prior learning on all elements of music to listening to music. • Listen to classic music produced by an orchestra. • Listen to film scores (Hans Zimmer - Pirates of the Caribbean) and explore how a film score can accentuate the action, emotion, feelings of audience. • Listen to a range of music from other cultures - use BBC Ten Pieces Ravi Shankar's Symphony (Indian). Identify how The Beatles were influenced by his music. • Compose using chords to compose music to create a specific atmosphere. •	Apply knowledge of all musical elements to listening and understanding music. Explain how music communicates and influences thoughts and feelings. Explore Non-Western music and how it has influenced pop music.

		comments and justifying these.	•	Compose music using classroom instruments or garageband to accompany a class story
PE		*Dance* *Swimming* *Outdoor adventurous activities on the beach* *Athletics* *Striking/fielding games*	See above See above See above Activities to complete on the beach. • Catch a wild creature • Play beach rounders • Make a cake • Follow a tide timetable • Identify different fossils • Hit the Surf • Shadow and photo art • Make a movie trailer • Can you drink the sea? • Eat seaweed • Beginning to build a variety of running techniques and use with confidence. • Can perform a running jump with more than one component. • *e.g. hop skip jump (triple jump)* • Beginning to record peers performances, and evaluate these. • Demonstrates accuracy and confidence in throwing and catching activities. • Describes good athletic performance using correct vocabulary. • Can use equipment safely and with good control. • Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. • Use different ways of bowling. • Hit the ball with purpose, varying the speed, height and direction, hit the ball from both sides of the body.	Beach schools activities Children to have opportunities at a variety of track and field events. Children to engage in games based around striking and fielding games such as cricket and rounders. The children can begin to follow the rules of some of the sports.
