



The Leys Primary and Nursery School

Long term Plan 2026-2027

Year: 5

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	EYFS Explore familiar and unfamiliar roles and experiences.	EYFS Communicate in a two way conversation.	EYFS Understand my feelings and respond to the feelings of others.	EYFS Solve problems independently with resilience.	EYFS Care for myself, others and the world around me.	
	KS1 Explore new experiences with confidence.	KS1 Communicate my thoughts and feelings in a calm, verbal way	KS1 Understand how my actions impact others.	KS1 Solve problems independently with resilience in friendships and academics.	KS1 Care for myself, others and the wider environment.	
	LKS2 Explore the world around me, increasing my knowledge and understanding.	LKS2 Communicate verbally, confidently and in writing with increased clarity.	LKS2 Understand how my actions affect myself and others around me.	LKS2 Solve problems regarding school life independently with resilience and seek support openly	LKS2 Care for myself, others and the wider world.	
	UKS2 Explore and challenge my learning in order to promote independence and resilience.	UKS2 Communicate clearly and confidently both verbally and in writing.	UKS2 Understand my strengths and areas for development within our school community.	UKS2 Solve a wide range of problems across the curriculum, both independently and collectively as a team.	UKS2 Care and understand how to promote the physical and mental well-being of myself and others and the world we live in.	

SMSC/British Values	Social Moral Spiritual Cultural Education Spiritual - Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. Moral - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. Social - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. Cultural - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. British Values Education • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
----------------------------	--

	AUTUMN 1/9 - 18/12 (15 wks)		SPRING 4/1-25/3 (11 wks)		SUMMER 12/4-16/7 (13 wks)	
School Events • Theme days • Community events	Behaviour/Routines This is me week - owning my journey Focus: 2/9-4/9 Class Author and Personal Development focus: 7-11/9 International Day of Democracy: 15/9 National Poetry Day (performance poetry): 1/10 Harvest assembly: 5-9/10/26 Global Friday: 9/10	Anti-Bullying Week: 9/11-13/11 including Remembrance: 11/11 Odd Sock day: 12/11 World Kindness day: 13/11 Money week: 2-6/11 Enterprise Day: 27/11 Take One Book from: 30- 11/12 - Global Friday: 11/12 Christmas Jumper and Dinner Day: 16/12 Class Parties: 17/12	Drama day: 4/1 National Handwriting day: 22/1 Global Friday: 29/1 Feel Good Week - This is me: 1-5/2 Internet Safety Week: 8-12/2	Mock SATs Y6: 22-25/2 Mother Language Day: 26/2 World Book Day: 4/3 Global Friday: 5/3 STEAM week: Science focus 8/3-12/3 Church visit KS2 Easter: 18/3 Easter Poetry - 19/3 (world poetry day) Colour fun run 25/3 11.45am-12.30	Earth Day: 22/4 St George's Day: 23/4 KS2 SATs w/c 10-13/5 Global Friday: 14/5 STEAM week: Careers focus 17-21/5 Walk to School and Healthy living week: 24-28/5 Sports day - 27 or 28/5	Careers Month: June Global Fri: 11/6 King's birthday: 18/6/26 Take One Book from: 21-25/6 Transition day: 8/7 The Leys has Talent: 9/7
Charity Events	Harvest - Assembly	Poppy Appeal: 2-11/11 Children in Need: 20/11 Reverse Calendar -Food Shed		The Great Athlete		25/6 - Support the Lister Big Build
FOL Events	Disco 16/10 Non uniform day 23/10	KS1/Reception Movie Night- 20/11 Enterprise Day 28/11 Refreshments at KS1 performances 9/12/26 Y1 -9.30am, Y2 -2pm	Disco 5/2 Non-school Uniform 12/2	Non Uniform Day- 25/3	Non Uniform Day - 28/5 (if not Sports Day)	Summer Disco - 18/6 Non Uniform Day - 16/7

		EYFS 15/12/26 - 9 am, 2 pm				
Pupil Parliament	Session 1 25/9 Wellbeing 11 am		Session 2 15/1 11am		Session 3 5/6 11am	
Pupil Cabinet	Cabinet vote in class w/c 18/9 1st meeting -	2nd meeting -	3rd meeting -	4th meeting -	5th meeting -	6th meeting -
Class trip/visitor	Police			STEM centre		Ancient Greek workshop
Oracy Speak like a leader!	Just one Minute- This is me! Week 1/2 Pupil Cabinet Speech- Presenter mode Daily Talk Time in lessons-Explore mode		World Book Day debates- Presenter mode Daily Talk Time in lessons-Explore mode		Public Speaking Task-Presenter mode Daily Talk Time in lessons-Explore mode	
This is me- Owning my journey!	Just one Minute- This is me! Pupil Cabinet Speech Half-termly reviews in Personal Development journals.	STEAM week Focus Half-termly reviews in Personal Development journals.	New Year's reflection Half-termly reviews in Personal Development journals.	STEAM week focus Half-termly reviews in Personal Development journals.	Career Month and my aspirations Half-termly reviews in Personal Development journals.	STEAM week focu Half-termly reviews in Personal Development journals.

British Values	<u>Democracy and The Rule of Law</u> Subjects: PSHE, Citizenship, History, English - Hold class votes - Debate current issues in English. - Study how laws have changed throughout history, focusing on Crime and punishment - Create a class charter and discuss why rules are important.		<u>Individual Liberty and Respect</u> Subjects: PSHE, RE, Computing, PE- -Discuss rights and responsibilities. - Explore online safety and making responsible choices. - Encourage pupils to set personal learning goals.		<u>Tolerance and Acceptance</u> Subjects: RE, Geography, History, English, Art- - Learn about different religions and worldviews. - Compare cultures around the world. - Read books featuring diverse characters and experiences. - Celebrate different cultural festivals and traditions.	
Diversity Awareness	Author Biography Exploring eastern Europe	Anti Bullying week Children in Need Key figure: Katherine Johnson.	Fair trade	Natural resources from around the world	Ancient Greeks Creation	International food
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	Mini Police	Growing and changing • Puberty • Children's views • Adult's views	Computer safety • Image sharing • Children's views • Adult's views	The working world • Enterprise • Children's views • Adult's views	Keeping/staying healthy • Smoking • Children's views • Adult's views	Feelings and emotions • Anger • Children's views • Adult's views

			Keeping/staying safe • Peer pressure • Children's views • Adult's views	A world without judgement • Inclusion and acceptance • Children's views • Adult's views	First aid • First Aid Year 5	Being responsible • Looking out for others • Children's views • Adult's views
--	--	--	--	--	---	--

	AUTUMN		SPRING		SUMMER	
ENGLISH	Text: Kick (Non-Fiction) Persuasive letter	Text: One small step (Fiction) Narrative	Text: Mars transmission (Non-Fiction) Report	Text: Is Screen Use making children lazy? (Non-fiction) Balanced argument	The Highwayman (Poetry) Narrative Poem	Kensuke's Kingdom (Fiction) Narrative
Key Skills	Verb prefixes [for example, dis-, de-, mis-, over- and re-] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Devices to build cohesion within a paragraph [for	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Indicating degrees of	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this,	Brackets, dashes or commas to indicate parenthesis. Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby]	How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the

	example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Use of commas to clarify meaning or avoid ambiguity	Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis	firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity	greenhouse versus The window in the greenhouse was broken (by me)]. Use of the semicolon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semicolons within lists
MATHEMATICS	Place value Roman numerals to 1,000 Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000	Multiplication & Division Multiples Common multiples Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 Fractions	Multiplication & Division Multiply up to a 4-digit number by a 1-digit number Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders	Decimals & Percentages Decimals up to 2 decimal places Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart Order and compare decimals (same number of	Geometry - Shape Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Identify 3-D shapes including cubes and other cuboids, from 2-D representations. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees.	Negative numbers Measurement - Converting units Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units. Use all four operations to solve problems involving measure using decimal notation, including scaling. Measurement - Volume Compare and estimate

	Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000 Addition & Subtraction Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction) Multi-step addition and subtraction problems Compare calculations Find missing numbers	Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order fractions greater than 1 Add and subtract fractions with the same denominator Add fractions within 1 Add fractions with total greater than 1 Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number - breaking the whole Subtract two mixed numbers	Efficient division Solve problems with multiplication and division Fractions Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole Use fractions as operators	decimal places) Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions Percentages as decimals Equivalent fractions, decimals and percentages Perimeter & Area Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area Statistics Draw line graphs	Identify angles at a point and one whole turn. Identify angles at a point on a straight line and half a turn. Identify other multiples of 90 degrees. Geometry - Position & Direction Identify, describe and represent the position of a shape following a reflection or translation and know that the shape has not changed. Decimals Solve problems involving number up to three decimal places.	volume of different 3-D shapes and estimate capacity using known facts, in different contexts.
--	--	---	--	---	---	---

				Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables		
Key Skills	Count forwards and backwards. Order and compare numbers. Read Roman numerals Interpret negative numbers Round numbers Add and subtract whole numbers Solve addition and subtraction multi-step problems, deciding which operations to use Solve problems involving addition, subtraction, multiplication and division.	Identify multiples and factors. Establish whether a number up to 100 is prime Recognise and use square numbers and cube numbers Identify, name and write equivalent fractions Recognise mixed numbers and improper fractions and convert between the two. Compare and order fractions Add and subtract fractions	Multiply numbers up to 4 digits by a one- or two-digit number Divide numbers up to 4 digits by a one- or two-digit number Solve problems involving addition, subtraction, multiplication and division Multiply proper fractions and mixed numbers by whole numbers.	Read and write decimal numbers as fractions. Round decimals with two decimal places Order and compare numbers with up to three decimal places. Write percentages as a fraction and as a decimal. Solve problems with percentages, decimals and fractions. Calculate the perimeter of composite rectilinear shapes Calculate and compare the area of rectangles Estimate volume Read and interpret information in tables Solve problems using information presented	Distinguish between regular and irregular polygons Identify 3-D shapes, from 2-D representations. Estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Represent the position of a shape following a reflection or translation. Solve problems involving number up to three decimal places.	Convert between different units of metric measure. Use all four operations to solve problems involving measure Compare and estimate volume of different 3-D shapes and estimate capacity

				in a line graph.		
Science	Forces - Physics I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect	Properties of materials - Physics Compare and group together everyday materials based on their properties, including hardness, solubility, transparency, conductivity 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 solid, liquid and gas to decide how mixtures might be separated including through filtering, sieving and evaporation.	Space - Physics 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 approximate spherical bodies. Use Earth rotation to explain day and night due to the apparent movement of the sun across the sky.	Living things and their habitats - Biology Describe the differences in life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	Animals including humans - Biology Describe the changes as humans develop from birth to old age.	

		Give reasons based on evidence from comparative tests for the particular 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 this kind of change is not usually reversible including changes associated with burning and the action of acid on bicarbonate of soda.				
COMPUTING	1) Word processing	2) spreadsheets	3) Databases	4) Micro:bit	5) Coding	6) game creator
Key Skills	Creating documents Using images Entering and editing	Using formulae Exploring measurement conversion	Understanding records and fields Creating collaborative	Exploring sensor inputs and the accelerometer Using selection,	Coding effectively by refining code Simulating a physical system	Exploring the features of a good game Designing and

	text Using tables and templates.	Carrying out numerical investigations Creating computational models	database Searching databases Analysing data	variables, inputs and outputs Coding fo the Micro:Bit pins	Exploring decomposition and abstractions Using functions and variables	making sprites and the game world Evaluation the playability of games
--	---	--	---	---	---	--

	AUTUMN	SPRING	SUMMER
HISTORY	<u>Crime and punishment throughout time.</u> (NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) Medieval- Anglo-Saxons- Normans-Later middle ages-Early modern era- moving further through time and comparing to nowadays. Children can create a timeline of changes in crime and punishment. Creating historically valid questions. Use different historical sources to find facts and information. Research famous people around crime and punishment. Give reasons why	<u>Queen Victoria and King John</u> (NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- the changing power of monarchs using case studies such as John, Anne and Victoria) How Queen Victoria/King John changed/adapted the nation- influenced the world. Develop an understanding of chronology? Timeline of implementations Victoria/King John put in place. Similarities/differences between the two monarchs. To make connections between a historical period and present day? Note and contrast trends over time?	<u>Ancient Greeks</u> (NC- Ancient Greece - a study of Greek life and achievements and their influence on the western world) Ancient Greeks- Timeline, History- why are the Greeks so famous?, how did they live- compared to life now. What are the Key Events of the greeks- Classical period- Invasion.What influence did they have on life now?

	certain punishment was used and why it has been changed.		
GEOGRAPHY	Autumn	Spring	Summer
Year 5	<u>Geography in the Real World: Global Issues That Shape Our Planet</u> Explore the causes and effects of global urbanisation, with a focus on Bucharest, Romania. Investigate how climate change is affecting people and environments, particularly in polar regions. Understand how earthquakes happen and examine the human impact using the Turkey-Syria earthquake. Examine the issue of plastic pollution in the oceans. Where does it come from? What are the global consequences? Learn about global water scarcity. Why is clean water unevenly distributed? How does this affect communities? Investigate the causes and impacts of wildfires. What role does climate and land use play? Use maps, satellite images, and data to explore global issues. Discuss solutions. What can	<u>Enough for Everyone</u> Discuss the difference between natural and man made. Importance of natural resources with a focus on land use and economic activity. Oils, metals, minerals, energy, water- Why do these materials need to be protected and used responsibly? How do the discovery of these resources impact society (types of settlements) Threats to natural resources. What would happen without these? What are these resources used for? Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.	<u>Marvellous Maps</u> Use an index to find a place name. Find the correct page in an atlas by using the index. Explain why maps have symbols on them. Recognise some map symbols on an Ordnance Survey map. Give coordinates by going across first and then up. Find a location from four-figure coordinates. Find differences between photographs of the same location. Find similarities between photographs of the same location. Find differences between maps of the same location. Find a location on a page by using simple coordinates. Identify physical features on a map. Use a key to find out what a symbol means. Give four-figure coordinates for a location. Find similarities between maps of the same location

	individuals, governments, and organisations do to help? Develop empathy and critical thinking by reflecting on each issue through the Geographer's Journal. Use maps, atlases, globes		
ART	Fashion Design Focus: Colour and Making	Typography and Maps Focus: Drawing	Set Design Focus: Making and Colour
Key Skills	Knowledge Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. Skills Explore mark making, Make visual notes to capture, consolidate and reflect upon the artists studied. Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design. Work in 3d to devise fashion constructed from patterned papers.	Knowledge Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. Skills Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality	Knowledge Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. Skills Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design. Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.

		or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Make visual notes to capture, consolidate and reflect upon the artists studied.	
DESIGN and TECHNOLOGY	Food- celebrating cultures and seasonality Project- Pizza Designing Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. Making Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose.	Mechanical systems- Pulleys or gears Project- vehicles with gears Designing Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. Making Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. Evaluating Compare the final product to the original design specification.	Electrical systems- monitoring and control Project- Light sensor- garden light Designing • Develop a design specification for a functional product that responds automatically to changes in the environment. • Generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. Making • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable their electrical product to respond to changes in the environment. Evaluating • Continually evaluate and modify the working features of the product to match the initial design

	<u>Evaluating</u> Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. <u>Technical knowledge and understanding</u> Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Understand how key chefs have influenced eating habits to promote varied and healthy diets.			Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project. <u>Technical knowledge and understanding</u> Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.		specification. • Test the system to demonstrate its effectiveness for the intended user and purpose. <u>Technical knowledge and understanding</u> • Understand and use electrical systems in their products. • Understand the use of computer control systems in products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.
MUSIC	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of the song. To record the performance and compare it to a previous performance. To play and perform an instrumental part by ear or from standard notation. Playing in a group/ensemble	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of the song. To record the performance and compare it to a previous performance. To play and perform an instrumental part by ear or from standard notation.	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of the song. To record the performance and compare it to a previous performance. To play and perform an instrumental part by ear or from standard notation.	

	the song. To record the performance and compare it to a previous performance. To play and perform an instrumental part by ear or from standard notation. Playing in a group/ensemble	the song. To record the performance and compare it to a previous performance. To play and perform an instrumental part by ear or from standard notation. Playing in a group/ensemble				Playing in a group/ensemble	Playing in a group/ensemble
RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic Title	Christianity	Buddhism	Sikhism	Islam			
Main enquiry questn	Unit 31 - What does it mean if Christians believe God is holy and loving?	What does it mean to be truly happy?	How did Sikhism begin?	Unit 32 - What does it mean to be Muslim ?	Unit 34 - Creation and science: conflicting or complementary?	Unit 36 - What matters most to Humanists and Christians?	
FRENCH	<u>Autumn 1</u> La Date (the date)		<u>Autumn 2 and Spring 1</u> As-tu un animal ? (Do you have a pet?)			<u>Spring 2 and summer 1</u>	<u>Summer 2</u> Au salon de thé (At the tea shop) wider range of nouns and

	Recognise and recall the months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French. La Phonétique Phonics and Pronunciation lesson 3 Hearing and saying the sounds - eau, eux, e, è and é.	Know the nouns and indefinite articles for common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.	À l'école. (At school) Learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. Au salon de thé (At the tea shop) wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. Understand better how to make nouns plural in French. Improve our knowledge of French	indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. Understand better how to make nouns plural in French. Improve our knowledge of French Order in French what we would like to eat and drink in a role-play.
--	--	--	---	---

					Order in French what we would like to eat and drink in a role-play.	
PE	Basketball & Handball	Netball & Lacrosse	Gymnastics - Partner Work - Under and Over & Yoga	Gymnastics - Matching, Mirroring and Contrast & Dance - Victorians	Athletics & Rounders	Cricket & OAA