



Medium Term Planning - Spring Term

National Curriculum Links Learn more, know more, remember more	History		Music		Geography		Computing		Art		Science	
	History of interest to pupils. The lives of significant individuals in the past who have contributed to national and international achievements.			Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression Improvise and compose music using the inter-related dimensions of music separately and in combination.		Describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		Use experiences, other subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products. Improve mastery of techniques		Materials Examine the properties of materials using various tests. Look at solubility and recovering dissolved substances. Separate mixtures. Examine changes to materials that create new materials that are usually not reversible
Year Group	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6	Year 5	Year 6
Lesson 1	Who is Queen Victoria?	Who is Queen Victoria?	What is Bhangra?		India Where is it in the world?		Making a document from a Blank Page		History of Batik Art		Fair Test	

Knowledge and Skills	<p>Knowledge</p> <p>Queen of England 1837–1901 British Empire Empress of India</p> <p>Introduction of idea that change can occur over a long period and still be considered significant.</p>	<p>Knowledge</p> <p>Queen of England 1837–1901 British Empire Empress of India</p> <p>Introduction of idea that change can occur over a long period and still be considered significant.</p>	<p>Knowledge</p> <p>History of Bhangra Punjani Heritage Place in British culture.</p>	<p>Knowledge</p> <p>History of Bhangra Punjani Heritage Place in British culture.</p>	<p>Knowledge</p> <p>Where is India? Coordinates Identify on a map Continent Surrounding countries, Distance and size in relation to the UK.</p>	<p>Knowledge</p> <p>Where is India? Coordinates Identify on a map Continent Surrounding countries, Distance and size in relation to the UK</p>	<p>Knowledge</p> <p>What a word processing tool is for. How to alter the look of the text and navigating the document</p>	<p>Knowledge</p> <p>What a word processing tool is for. How to alter the look of the text and navigating the document</p>	<p>Knowledge</p> <p>History of the style and its origin. Links to our study of India Begin to identify key characteristics of this style. Identify examples.</p>	<p>Knowledge</p> <p>History of the style and its origin. Links to our study of India Begin to identify key characteristics of this style. Identify examples.</p>	<p>Knowledge</p> <p>What are properties? What are materials? Consider everyday materials.</p>	<p>Knowledge</p> <p>What are properties? What are materials? Consider everyday materials.</p>	
	<p>Skills</p> <p>Choose reliable sources of information to find out about the past, giving reasons for choices. Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe the main changes in a period in history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Skills</p> <p>Give reasons why changes may have occurred, backed up by evidence</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past events.</p>	<p>Skills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>Skills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>Skills</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Linking with History, compare land use maps of UK from past with the present.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>Skills</p> <p>• Use geographical vocabulary [i.e. temperature, transport, industry]</p> <p>Linking with History, compare land use maps of UK from past with the present. • Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p>	<p>Skills</p> <p>To understand that online environments have security settings, which can be altered to protect the user.</p> <p>To know not to publish other people’s pictures or tag them on the internet without permission.</p> <p>To know that content put online is extremely difficult to remove.</p> <p>To know what to do if they discover something malicious or inappropriate.</p>	<p>Skills</p> <p>To competently use the internet as a search tool. To be able to reference information sources.</p> <p>To know not to publish other people’s pictures or tag them on the internet without permission.</p> <p>To know that content put online is extremely difficult to remove.</p> <p>To know what to do if they discover something malicious or inappropriate.</p>	<p>Skills</p> <p>Explore a range of great artists, architects and designers and understand the historical and cultural development for their art forms.</p> <p>Record and explore ideas from first hand observations, experience and imagination and ideas for different purposes.</p> <p>To know what to do if they discover something malicious or inappropriate.</p>	<p>Skills</p> <p>Explore a range of great artists, architects and designers and understand the historical and cultural development for their art forms.</p> <p>Draw and paint in the style of an artist</p>	<p>Skills</p> <p>Vocabulary, Wood, Plastic, Metal</p> <p>• 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</p>	<p>Skills</p> <p>Vocabulary, Wood, Plastic, Metal</p> <p>• 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</p>	
	Lesson 2	Life before the Victorian Era	Characteristics of the Style	Characteristics of the Style	Diversity in Indian population	Diversity in Indian population	Inserting and editing images	Inserting and editing images	Indian Art and Imagary	Indian Art and Imagary	Conductors and Insulators	Conductors and Insulators	Conductors and Insulators

Knowledge and Skills	<p>Knowledge</p> <p>Focus on farming and agriculture.</p> <p>Role of the Monarch</p> <p>Timeline of key events. The Parliament of Great Britain was formed in 1707</p> <p>Skills</p> <p>Choose reliable sources of information to find out about the past, giving reasons for choices. Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe the main changes in a period in history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Knowledge</p> <p>Focus on farming and agriculture.</p> <p>Role of the Monarch</p> <p>Timeline of key events. The Parliament of Great Britain was formed in 1707</p> <p>Skills</p> <p>Give reasons why changes may have occurred, backed up by evidence</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past</p>	<p>Knowledge</p> <p>Instruments featured in this style. dhol drum single-stringed tumbi, the violin-like sārāngī, and an array of additional percussion instruments like the tabla and dhad.</p> <p>Skills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Describe different purposes of music in history/ other cultures</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.</p>	<p>Knowledge</p> <p>14 official languages. Hinduism is the dominant faith but Mosques and Churches can be seen also. Significant divide between the rich and poor.</p> <p>Skills</p> <p>Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].</p> <p>Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]</p>	<p>Knowledge</p> <p>14 official languages. Hinduism is the dominant faith but Mosques and Churches can be seen also. Significant divide between the rich and poor.</p> <p>Skills</p> <p>Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].</p>	<p>Knowledge</p> <p>Consider Copywrite</p> <p>Adding images to a document. Editing images so they can be nest presented alongside text.</p> <p>Skills</p> <p>To be able to save stored information following simple lines of enquiry. To download a document and save it to the computer.</p> <p>To use a range of presentation applications. To use the word count tool to check the length of a document. To be able to use bullets and numbering tools.</p> <p>To understand that some material on the internet is copyrighted and may not be copied or downloaded.</p>	<p>Knowledge</p> <p>Research patters and imagery associated with traditional Indian designs.</p> <p>Try sketching some of images in sketch books</p> <p>Skills</p> <p>Develop a painting from a drawing.</p> <p>Experiment this different media and materials for painting</p> <p>Draw and paint in the style of an artist</p>	<p>Knowledge</p> <p>Vocabulary:</p> <p>Thermal Insulators, Conductors</p> <p>How can we measure accurately? Transference of heat. Heating and cooling</p> <p>Skills</p> <ul style="list-style-type: none"> • 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 • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. 	<p>Knowledge</p> <p>_Vocabulary:</p> <p>Thermal Insulators, Conductors</p> <p>How can we measure accurately? Transference of heat. 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	Lesson 3	Significant changes nationally and internationally during this period.	Traditional Instruments	Diversity in the Indian Landscape	Adding Text	Creating Designs	Conductors and Insulators		

<p style="text-align: center;">Knowledge and Skills</p>	<p>Knowledge</p> <p>What influence was Victorian Britain on the rest of world - Particularly India. International Trade</p> <p>Positive and negative impact on other cultures.</p> <p>Colonialism</p> <p>Skills</p> <p>Choose reliable sources of information to find out about the past, giving reasons for choices.</p> <p>Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe the main changes in a period in history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Knowledge</p> <p>What influence was Victorian Britain on the rest of world - Particularly India. International Trade</p> <p>Positive and negative impact on other cultures.</p> <p>Colonialism</p> <p>Skills</p> <p>Give reasons why changes may have occurred, backed up by evidence</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past</p>	<p>Knowledge</p> <p>Instruments featured in this style. dhol drum single-stringed tumbi, the violin-like sārāṅgī, and an array of additional percussion n instruments like the tabla and dhad.</p> <p>Skills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Describe different purposes of music in history/ other cultures</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions</p>	<p>Knowledge</p> <p>Himalayas Thar desert. Coastline and beaches Large cities and remote villages.</p> <p>Comparison Mumbai to London in terms of size and population.</p> <p>Skills</p> <p>Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]</p> <p>Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]</p>	<p>Knowledge</p> <p>Himalayas Thar desert. Coastline and beaches Large cities and remote villages.</p> <p>Comparison Mumbai to London in terms of size and population.</p> <p>Skills</p> <p>Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Human geography including trade between UK, Europe and ROW</p>	<p>Knowledge</p> <p>Adding text and formatting in an appropriate way</p> <p>Bullet points and numbering.</p> <p>Skills</p> <p>To be able to save stored information following simple lines of enquiry. To download a document and save it to the computer.</p> <p>To use a range of presentation applications. To use the word count tool to check the length of a document. To be able to use bullets and numbering tools.</p>	<p>Knowledge</p> <p>Adding text and formatting in an appropriate way</p> <p>Bullet points and numbering.</p> <p>Skills</p> <p>To confidently choose the correct page set up option when creating a document.</p> <p>To confidently use text formatting tools, including heading and body text.</p> <p>To incorporate graphics where appropriate, using the most effective text wrapping formats</p>	<p>Knowledge</p> <p>Begin to plan own Batik design in an Indian style</p> <p>Skills</p> <p>Explore a range of great artists, architects and designers and understand the historical and cultural development for their art forms.</p> <p>Experiment this different media and materials for painting</p> <p>Draw and paint in the style of an artist</p>	<p>Knowledge</p> <p>Begin to plan own Batik design in an Indian style</p> <p>Skills</p> <p>Explore a range of great artists, architects and designers and understand the historical and cultural development for their art forms.</p> <p>Experiment this different media and materials for painting</p> <p>Draw and paint in the style of an artist</p>	<p>Knowledge</p> <p>Begin to plan own Batik design in an Indian style</p> <p>Skills</p> <p>Explore a range of great artists, architects and designers and understand the historical and cultural development for their art forms.</p> <p>Experiment this different media and materials for painting</p> <p>Draw and paint in the style of an artist</p>	<p>Knowledge</p> <p>Vocabulary:</p> <p>Thermal Insulators, Conductors</p> <p>How can we measure accurately? Transference of heat. Heating and cooling</p> <p>Skills</p> <ul style="list-style-type: none"> • 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 • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes 	<p>Knowledge</p> <p>Vocabulary:</p> <p>Thermal Insulators, Conductors</p> <p>How can we measure accurately? Transference of heat. 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	<p>Lesson 4</p>	<p>Continued</p>	<p>Relationship with Dance</p>	<p>The Ganges and the role it plays.</p>	<p>Finishing Touches</p>	<p>Continued</p>	<p>Mixing and Dissolving</p>						

<p style="text-align: center;">Knowledge and Skills</p>	<p>Knowledge</p> <p>Changes in Britain. Emergence of cities and the industrial revolution. Key Social changes</p> <p>Skills</p> <p>Choose reliable sources of information to find out about the past, giving reasons for choices. Give own reasons why changes may have occurred, backed up by evidence.</p> <p>Describe the main changes in a period in history (using terms such as: social, religious, political, technological and cultural).</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change.</p> <p>Use dates and terms accurately in describing events.</p>	<p>Knowledge</p> <p>Changes in Britain. Emergence of cities and the industrial revolution. 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Begin to learn traditional movement to accompany the pieces we have looked at.</p> <p>Skills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>Knowledge</p> <p>Traditional style of dance associated with Bhangra Music.</p> <p>Singers of traditional bhangra sing in Punjabi, and bhangra songs typically focus on upbeat topics to match the high energy of the music</p> <p>Experience music alongside dance. 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Religious connection to the river.</p> <p>Skills</p> <p>Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].</p> <p>Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]</p> <p>Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]</p>	<p>Knowledge</p> <p>Identify location of the Ganges. What is irrigation and why is it important. 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To be able to use bullets and numbering tools.</p>	<p>Knowledge</p> <p>Adding text boxes and shapes Page breaks headers and footers Adding hyperlinks</p> <p>Skills</p> <p>To confidently choose the correct page set up option when creating a document.</p> <p>To confidently use text formatting tools, including heading and body text.</p> <p>To incorporate graphics where appropriate, using the most effective text wrapping formats</p>	<p>Knowledge</p> <p>Continue to plan own Batik design in an Indian style</p> <p>Consider the process and materials required.</p> <p>Skills</p> <p>Develop a painting from a drawing.</p> <p>Experiment this different media and materials for painting</p>	<p>Knowledge</p> <p>Continue to plan own Batik design in an Indian style</p> <p>Consider the process and materials required.</p> <p>Skills</p> <p>Explore a range of great artists, architects and designers and understand the historical and cultural development for their art forms.</p> <p>Draw and paint in the style of an artist</p>	<p>Knowledge</p> <p>Vocab: Mixing Dissolving Reversible</p> <p>Arrangement and movement of particles in each state.</p> <p>Skills</p> <ul style="list-style-type: none"> • 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 • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. 	<p>Knowledge</p> <p>Vocab: Mixing Dissolving Reversible</p> <p>Arrangement and movement of particles in each state.</p> <p>Skills</p> <ul style="list-style-type: none"> • 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 • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. 	
	<p>Lesson 5</p>	<p>What sources of evidence do we have to teach us about this period?</p>	<p>Relationship with Dance</p>	<p>Relationship with Dance</p>	<p>Diversity in Climate and changes over time</p>	<p>Diversity in Climate and changes over time</p>	<p>Sharing Files</p>	<p>Sharing Files</p>	<p>Sharing Files</p>	<p>Create Batik Piece</p>	<p>Create Batik Piece</p>	<p>Mixing and Dissolving</p>	<p>Mixing and Dissolving</p>

Knowledge and Skills	<p>Knowledge</p> <p>Primary and secondary sources of evidence.</p> <p>Examine reliability and accuracy. Idea of bias within primary sources.</p> <p>Skills</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history</p>	<p>Knowledge</p> <p>Primary and secondary sources of evidence.</p> <p>Examine reliability and accuracy. Idea of bias within primary sources</p> <p>Skills</p> <p>Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p>Knowledge</p> <p>Traditional style of dance associated with Bhangra Music.</p> <p>Singers of traditional bhangra sing in Punjabi, and bhangra songs typically focus on upbeat topics to match the high energy of the music</p> <p>Experience music alongside dance. Begin to learn traditional movement to accompany the pieces we have looked at.</p> <p>Skills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Describe different purposes of music in history/ other cultures</p> <p>Describe different purposes of music in history/ other cultures</p>	<p>Knowledge</p> <p>Traditional style of dance associated with Bhangra Music.</p> <p>Singers of traditional bhangra sing in Punjabi, and bhangra songs typically focus on upbeat topics to match the high energy of the music</p> <p>Experience music alongside dance. Begin to learn traditional movement to accompany the pieces we have looked at.</p> <p>Skills</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Describe different purposes of music in history/ other cultures</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions</p>	<p>Knowledge</p> <p>Data on climate on a given area be collected and presented in a suitable format.</p> <p>How is location effecting the climate?</p> <p>Climate change- is India subject to climate change and how do we know?</p> <p>Skills</p> <p>Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].</p> <p>Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]</p> <p>Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]</p>	<p>Knowledge</p> <p>Data on climate on a given area be collected and presented in a suitable format.</p> <p>How is location effecting the climate?</p> <p>Climate change- is India subject to climate change and how do we know?</p> <p>Skills</p> <p>Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].</p>	<p>Knowledge</p> <p>To share documents with selected users Understand different permissions when sharing in Google Docs</p> <p>Skills</p> <p>To be able to save stored information following simple lines of enquiry. To download a document and save it to the computer.</p> <p>To use a range of presentation applications.</p> <p>To use the word count tool to check the length of a document. To be able to use bullets and numbering tools.</p>	<p>Knowledge</p> <p>To share documents with selected users Understand different permissions when sharing in Google Docs</p> <p>Skills</p> <p>To confidently choose the correct page set up option when creating a document.</p> <p>To confidently use text formatting tools, including heading and body text.</p> <p>To incorporate graphics where appropriate, using the most effective text wrapping formats</p>	<p>Knowledge</p> <p>Using knowledge and skills previously learnt, begin to create an example of Batik Art</p> <p>Skills</p> <p>Develop a painting from a drawing.</p> <p>Experiment this different media and materials for painting</p> <p>Draw and paint in the style of an artist</p>	<p>Knowledge</p> <p>Vocab: Mixing Dissolving Reversible</p> <p>Arrangement and movement of particles in each state.</p> <p>Skills</p> <ul style="list-style-type: none"> • 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 • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. 	<p>Knowledge</p> <p>Vocab: Mixing Dissolving Reversible</p> <p>Arrangement and movement of particles in each state.</p> <p>Skills</p> <ul style="list-style-type: none"> • 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 • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.
	Lesson 6	Significant figures and their legacy.	Contemporary Bhangra in British Culture.	Continued	Write a letter using a Template	Continued	Irreversible changes				

Knowledge and Skills	<p><u>Knowledge</u> Charles Dickens – Social commentary from works of literature.</p> <p>Has this time seen <u>significant</u> change?</p> <p><u>Skills</u> Evaluate evidence to choose the most reliable forms.</p> <p>Know that people both in the past have a point of view and that this can affect interpretation.</p> <p>Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.</p>	<p><u>Knowledge</u> Charles Dickens – Social commentary from works of literature. Robert Peel – Police Force Charles Babbage - Computing</p> <p>Has this time seen <u>significant</u> change?</p> <p><u>Skills</u> Evaluate evidence to choose the most reliable forms.</p>	<p><u>Knowledge</u> Fusion of cultures. Current popularity Immigration and resurgence in UK</p> <p><u>Skills</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Describe different purposes of music in history/ other cultures</p>	<p><u>Knowledge</u> Fusion of cultures. Current popularity Immigration and resurgence in UK</p> <p><u>Skills</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p> <p>Describe different purposes of music in history/ other cultures</p> <p>Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions</p>	<p><u>Knowledge</u> Data on climate on a given area be collected and presented in a suitable format.</p> <p>How is location effecting the climate?</p> <p>Climate change- is India subject to climate change and how do we know?</p> <p><u>Skills</u> Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].</p> <p>Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]</p> <p>Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]</p>	<p><u>Knowledge</u> Data on climate on a given area be collected and presented in a suitable format.</p> <p>How is location effecting the climate?</p> <p>Climate change- is India subject to climate change and how do we know?</p> <p><u>Skills</u> Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]</p> <p>Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].</p>	<p><u>Knowledge</u> Use a template and edit appropriately Saving a document as a PDF How to print documents</p> <p><u>Skills</u> To be able to save stored information following simple lines of enquiry. To download a document and save it to the computer.</p> <p>To use a range of presentation applications.</p> <p>To use the word count tool to check the length of a document. To be able to use bullets and numbering tools.</p>	<p><u>Knowledge</u> Use a template and edit appropriately Saving a document as a PDF How to print documents</p> <p><u>Skills</u> To confidently choose the correct page set up option when creating a document.</p> <p>To confidently use text formatting tools, including heading and body text.</p> <p>To incorporate graphics where appropriate, using the most effective text wrapping formats</p>	<p><u>Knowledge</u> Using knowledge and skills previously learnt, complete an example of Batik Art.</p> <p><u>Skills</u> Explore a range of great artists, architects and designers and understand the historical and cultural development for their art forms.</p> <p>Draw and paint in the style of an artist</p>	<p><u>Knowledge</u> Formation of new materials. Rearrangement of atoms can be irreversible.</p> <p>The effect burning causes.</p> <p><u>Skills</u> <ul style="list-style-type: none"> Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. </p>	<p><u>Knowledge</u> Formation of new materials. Rearrangement of atoms can be irreversible.</p> <p>The effect burning causes.</p> <p><u>Skills</u> <ul style="list-style-type: none"> Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. </p>
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National Curriculum Links Learn more, know more, remember more	French In the chosen modern language: - Speak - Read - Write. Look at the culture of the countries where the language is spoken		PHSE/Jigsaw Year 5 Discuss and learn techniques to improve in the eight areas of 'success'. Study role models who have achieved success. Study those who have lost success and relate this to the eight areas of 'success'	PHSE/Jigsaw Year 6 Discuss and learn techniques to improve in the eight areas of 'success'. Study role models who have achieved success. Study those who have lost success and relate this to the eight areas of 'success'	D.T Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Investigate and analyse a range of existing products. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	P.E Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.	R.E 2.4 If God is everywhere why go to a place of worship?			
	Year Group	Year 5	Year 6	Year 5 Dreams and Goals	Year 6 Dreams and Goals	Year 5	Year 6	Year 5	Year 6	Year 5
Lesson 1	Les Saisons (1)		When I Grow Up (My Dream Lifestyle)	Personal Learning Goals	Filtration	Netball	What is a place of worship? What is it for?			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge and Skills</p>	<p><u>Knowledge</u></p> <p>How to name (with accurate pronunciation) and remember the four seasons in French with the correct article/determiner.</p> <p><u>Skills</u></p> <p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card <p>Spell words that are readily understandable</p> <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies • talk about personal interests • know how to pronounce some letter strings. <p>Respect and understand cultural diversity</p> <ul style="list-style-type: none"> • Understand how symbols, objects and pictures can represent a country. 	<p><u>Knowledge</u></p> <p>How to name (with accurate pronunciation) and remember the four seasons in French with the correct article/determiner.</p> <p><u>Skills</u></p> <p>Recognises and reads out a few familiar words or phrases – e.g.</p> <ul style="list-style-type: none"> • Understand the main points and some of the detail from a short-written text. • Begin to read independently. Use a bilingual dictionary to look up new words. <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Take part in a simple conversation • Express an opinion. Know how to pronounce a range of letter strings • Begin to understand how accents change letter sounds • Substitute items of vocabulary to vary questions or statements • Pronunciation is becoming more accurate and intonation is being developed <p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • Write a short text on a familiar topic, adapting language already learnt • Spell commonly used words correctly 	<p><u>Knowledge</u></p> <p>Understand that I will need money to help me achieve some of my dreams. Identify what I would like my life to be like when I am grown up</p> <p><u>Vocabulary</u> Dream, Hope, Goal, Feeling, Achievement, Money, Grown up and Adult</p> <p><u>Skills</u> I can tell you how I feel about my dreams and goals.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p>	<p><u>Knowledge</u></p> <p>Understand why it is important to stretch the boundaries of my current learning.</p> <p>Vocabulary Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic and Unrealistic</p> <p><u>Skills</u> I can tell you about something I can do with others that makes the world a better place.</p> <p>I can explain different ways to work with others to help make the world a better place</p> <p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p>	<p><u>Knowledge</u> Begin to understand what filtration is why it is important. Looking specifically at India.</p> <p><u>Skills</u> Carry out research, using surveys, interviews, questionnaires and web-based resources</p> <p>Identify the needs, wants, preferences and values of particular individuals and groups</p> <p>Determine how sustainable the materials within products are.</p>	<p><u>Knowledge</u> Begin to understand what filtration is why it is important. Looking specifically at India</p> <p><u>Skills</u> Discuss how innovative products are</p> <p>Determine how sustainable the materials in products are</p> <p>Explain what impact products have beyond their intended purpose</p>	<p><u>Knowledge</u> Introduction to Netball. Basic understanding of the rules and positions of the players.</p> <p><u>Skills</u> Explain some important safety principles when preparing for exercise</p> <p>Explain why exercise is important</p> <p>Choose appropriate warm ups and cool downs</p>	<p><u>Knowledge</u> Introduction to Netball. Basic understanding of the rules and positions of the players.</p> <p><u>Skills</u> Explain complicated rules</p> <p>Make a team plan and communicate it to others</p>	<p><u>Knowledge</u> Correctly identify the places of worship for several religions.</p> <p><u>Skills</u> Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Make links between Hindu beliefs and worship</p>	<p><u>Knowledge</u> Correctly identify the places of worship for several religions.</p> <p><u>Skills</u> Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities</p> <p>Make links between Hindu beliefs and worship</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lesson 2</p>	<p>Les Saisons (2)</p>	<p>Investigate Jobs and Careers</p>	<p>Steps to Success</p>	<p>Existing Systems</p>	<p>Netball</p>	<p>What is a Christian place of worship? What is it for?</p>			

Knowledge and Skills	<p>Knowledge To be able to learn about what happens in winter and work towards learning a short phrase in French about this season</p> <p>Skills Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card <p>Spell words that are readily understandable</p> <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies • talk about personal interests • know how to pronounce some letter strings. <p>Respect and understand cultural diversity</p> <ul style="list-style-type: none"> • Understand how symbols, objects and pictures can represent a country. 	<p>Knowledge To be able to learn about what happens in winter and work towards learning a short phrase in French about this season</p> <p>Skills Recognises and reads out a few familiar words or phrases – e.g.</p> <ul style="list-style-type: none"> • Understand the main points and some of the detail from a short-written text. • Begin to read independently. Use a bilingual dictionary to look up new words. <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Take part in a simple conversation • Express an opinion. <p>Know how to pronounce a range of letter strings</p> <ul style="list-style-type: none"> • Begin to understand how accents change letter sounds • Substitute items of vocabulary to vary questions or statements • Pronunciation is becoming more accurate and intonation is being developed <p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • Write a short text on a familiar topic, adapting language already learnt • Spell commonly used words correctly 	<p>Knowledge Know about a range of jobs carried out by people I know and explore how much people earn in different jobs</p> <p>Vocabulary Job, Career, Profession, Money, Salary, Contribution and Society</p> <p>Skills I can tell you how I feel about my dreams and goals.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p>	<p>Knowledge Work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these.</p> <p>Vocabulary Dream, Hope, Goal, Learning, Strengths, Stretch, Achievement, Personal, Realistic and Unrealistic</p> <p>Skills I can tell you about something I can do with others that makes the world a better place.</p> <p>I can explain different ways to work with others to help make the world a better place</p> <p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p>	<p>Knowledge What does a filtration system look like and how does it work?</p> <p>Skills That mechanical and electrical systems have an input, process and output</p> <p>The correct technical vocabulary for the projects they are undertaking</p> <p>That mechanical and electrical systems have an input, process and output</p>	<p>Knowledge What does a filtration system look like and how does it work?</p> <p>Skills Produce appropriate lists of tools, equipment and materials that they need</p> <p>The correct technical vocabulary for the projects they are undertaking</p> <p>That mechanical and electrical systems have an input, process and output</p>	<p>Knowledge Basic skills, Different ways in which the ball can be passed</p> <p>Skills Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.</p> <p>Link skills, techniques and ideas and apply them accurately and appropriately</p> <p>Show good control in my movements.</p>	<p>Knowledge Basic skills, Different ways in which the ball can be passed</p> <p>Skills Apply my skills, techniques and ideas consistently</p> <p>Show precision, control and fluency</p> <p>Explain complicated rules</p> <p>Make a team plan and communicate it to others Lead others in a game situation.</p>	<p>Knowledge Consider the role the place of worship plays in a variety of communities</p> <p>Skills Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship. Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Make links between Hindu beliefs and worship</p>
	Lesson 3	Les Saisons (3)	My Dream Job. Why I want it and the steps to get there	My Dream For the World	Design	Netball		What is a Hindu place of worship? What is it for?	

<p style="text-align: center; transform: rotate(-90deg);">Knowledge and Skills</p>	<p>Knowledge To be able to learn about what happens in spring and to learn a sentence in French about this season.</p> <p>Skills Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card <p>Spell words that are readily understandable</p> <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies • talk about personal interests • know how to pronounce some letter strings. <p>Respect and understand cultural diversity</p> <ul style="list-style-type: none"> • Understand how symbols, objects and pictures can represent a country. 	<p>Knowledge To be able to learn about what happens in spring and to learn a sentence in French about this season.</p> <p>Skills Recognises and reads out a few familiar words or phrases – e.g.</p> <ul style="list-style-type: none"> • Understand the main points and some of the detail from a short written text. • Begin to read independently. Use a bilingual dictionary to look up new words. <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Take part in a simple conversation • Express an opinion. <p>Know how to pronounce a range of letter strings</p> <ul style="list-style-type: none"> • Begin to understand how accents change letter sounds • Substitute items of vocabulary to vary questions or statements • Pronunciation is becoming more accurate and intonation is being developed <p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • Write a short text on a familiar topic, adapting language already learnt • Spell commonly used words correctly 	<p>Knowledge Appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.</p> <p>Skills I can tell you how I feel about my dreams and goals.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p>	<p>Knowledge Identify problems in the world that concern me and talk to other people about them</p> <p>Vocabulary Global, Issue, Suffering, Concern and Hardship</p> <p>Skills I can tell you about something I can do with others that makes the world a better place.</p> <p>I can explain different ways to work with others to help make the world a better place</p> <p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p>	<p>Knowledge Begin design , considering the work on materials in science to decide on appropriate materials.</p> <p>Skills Produce appropriate lists of tools, equipment and materials that they need</p> <p>Describe how well products meet user needs and wants</p> <p>The correct technical vocabulary for the projects they are undertaking</p>	<p>Knowledge Begin design , considering the work on materials in science to decide on appropriate materials.</p> <p>Skills Produce appropriate lists of tools, equipment and materials that they need</p> <p>Describe how well products meet user needs and wants</p> <p>The correct technical vocabulary for the projects they are undertaking</p>	<p>Knowledge Begin to use skills in game situation</p> <p>Skills Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.</p> <p>Link skills, techniques and ideas and apply them accurately and appropriately</p> <p>Show good control in my movements.</p>	<p>Knowledge Begin to use skills in game situation</p> <p>Skills Apply my skills, techniques and ideas consistently</p> <p>Show precision, control and fluency</p> <p>Explain complicated rules</p> <p>Make a team plan and communicate it to others</p> <p>Lead others in a game situation.</p>	<p>Knowledge Correctly identify the features of a Hindu temple and begin to understand the role it plays in a Hindu community.</p> <p>Skills Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Make links between Hindu beliefs and worship</p>	<p>Knowledge Correctly identify the features of a Hindu temple and begin to understand the role it plays in a Hindu community.</p> <p>Skills Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities</p> <p>Make links between Hindu beliefs and worship</p>	
	<p style="text-align: center;">Lesson 4</p>	<p style="text-align: center;">Les Saisons (4)</p>	<p style="text-align: center;">Dreams and Goals of Young People in Other Cultures</p>	<p style="text-align: center;">Helping to Make a Difference</p>	<p style="text-align: center;">Construction</p>		<p style="text-align: center;">Netball</p>		<p style="text-align: center;">Hindu Worship in the Home</p>		

<p style="text-align: center; color: #8B4513; font-weight: bold;">Knowledge and Skills</p>	<p><u>Knowledge</u> To be able to learn about what happens in Autumn and to learn a sentence in French about this season.</p> <p><u>Skills</u> Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card <p>Spell words that are readily understandable</p> <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies • talk about personal interests • know how to pronounce some letter strings. <p>Respect and understand cultural diversity</p> <ul style="list-style-type: none"> • Understand how symbols, objects and pictures can represent a country. 	<p><u>Knowledge</u> To be able to learn about what happens in Autumn and to learn a sentence in French about this season.</p> <p><u>Skills</u> - Recognises and reads out a few familiar words or phrases – e.g.</p> <ul style="list-style-type: none"> • Understand the main points and some of the detail from a short-written text. • Begin to read independently. Use a bilingual dictionary to look up new words. <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Take part in a simple conversation • Express an opinion. Know how to pronounce a range of letter strings • Begin to understand how accents change letter sounds • Substitute items of vocabulary to vary questions or statements • Pronunciation is becoming more accurate and intonation is being developed <p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • Write a short text on a familiar topic, adapting language already learnt • Spell commonly used words correctly 	<p><u>Knowledge</u> Describe the dreams and goals of young people in a culture different to mine.</p> <p><u>Skills</u> I can tell you how I feel about my dreams and goals.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p>	<p><u>Knowledge</u> Empathise with people who are suffering or who are living in difficult situations</p> <p><u>Skills</u> I can tell you about something I can do with others that makes the world a better place.</p> <p>I can explain different ways to work with others to help make the world a better place</p> <p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p>	<p><u>Knowledge</u> Construction of an agreed design, testing and analysis.</p> <p>What makes a successful design</p> <p>Make alterations to original design</p> <p><u>Skills</u> Produce appropriate lists of tools, equipment and materials that they need</p> <p>Describe how well products meet user needs and wants</p> <p>The correct technical vocabulary for the projects they are undertaking</p>	<p><u>Knowledge</u> Construction of an agreed design, testing and analysis.</p> <p>What makes a successful design</p> <p>Make alterations to original design</p> <p><u>Skills</u> Produce appropriate lists of tools, equipment and materials that they need</p> <p>The correct technical vocabulary for the projects they are undertaking</p> <p>That mechanical and electrical systems have an input, process and output</p> <p>Describe how well products meet user needs and wants</p>	<p><u>Knowledge</u> Confidently using skills in game situation</p> <p><u>Skills</u> Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.</p> <p>Link skills, techniques and ideas and apply them accurately and appropriately</p> <p>Show good control in my movements</p>	<p><u>Knowledge</u> Confidently using skills in game situation</p> <p><u>Skills</u> Apply my skills, techniques and ideas consistently</p> <p>Show precision, control and fluency</p> <p>Explain complicated rules</p> <p>Make a team plan and communicate it to others Lead others in a game situation.</p>	<p><u>Knowledge</u> Identify similarities and differences between worship in the home and worship in the Mandir.</p> <p><u>Skills</u> Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Make links between Hindu beliefs and worship</p>	<p><u>Knowledge</u> Identify similarities and differences between worship in the home and worship in the Mandir.</p> <p><u>Skills</u> Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities</p> <p>Make links between Hindu beliefs and worship</p>
	Lesson 5	Les Saisons (5)	How Can We Support Each Other?	Helping to Make a Difference	Continued		Netball		Are people more important than the place?	

Knowledge and Skills	<p><u>Knowledge</u> To be able to learn about what happens in Summer and to learn a sentence in French about this season.</p> <p><u>Skills</u></p> <p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card <p>Spell words that are readily understandable</p> <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies • talk about personal interests • know how to pronounce some letter strings. <p>Respect and understand cultural diversity</p> <ul style="list-style-type: none"> • Understand how symbols, objects and pictures can represent a country. 	<p><u>Knowledge</u> To be able to learn about what happens in Summer and to learn a sentence in French about this season.</p> <p><u>Skills</u> Recognises and reads out a few familiar words or phrases – e.g.</p> <ul style="list-style-type: none"> • Understand the main points and some of the detail from a short-written text. • Begin to read independently. Use a bilingual dictionary to look up new words. <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Take part in a simple conversation • Express an opinion. <p>Know how to pronounce a range of letter strings</p> <ul style="list-style-type: none"> • Begin to understand how accents change letter sounds • Substitute items of vocabulary to vary questions or statements • Pronunciation is becoming more accurate and intonation is being developed <p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • Write a short text on a familiar topic, adapting language already learnt • Spell commonly used words correctly 	<p><u>Knowledge</u></p> <p>Understand that communicating with someone in a different culture means we can learn from each other. Identify a range of ways that we could support each other.</p> <p><u>Skills</u></p> <p>I can tell you how I feel about my dreams and goals.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p>	<p><u>Knowledge</u></p> <p>Describe some ways in which I can work with other people to help make the world a better place and identify why I am motivated to do this.</p> <p><u>Skills</u></p> <p>I can tell you about something I can do with others that makes the world a better place.</p> <p>I can explain different ways to work with others to help make the world a better place</p> <p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p>	<p><u>Knowledge</u></p> <p>Construction of an agreed prototype, testing and analysis.</p> <p>What makes a successful design</p> <p>Make alterations to original design</p> <p><u>Skills</u></p> <p>Produce appropriate lists of tools, equipment and materials that they need</p> <p>Describe how well products meet user needs and wants</p> <p>The correct technical vocabulary for the projects they are undertaking</p>	<p><u>Knowledge</u></p> <p>Construction of an agreed design, testing and analysis.</p> <p>What makes a successful design</p> <p>Make alterations to original design</p> <p><u>Skills</u></p> <p>Produce appropriate lists of tools, equipment and materials that they need</p> <p>The correct technical vocabulary for the projects they are undertaking</p> <p>That mechanical and electrical systems have an input, process and output</p> <p>Describe how well products meet user needs and wants</p>	<p><u>Knowledge</u></p> <p>Consider strategies within a game situation. Identifying strengths in other member of the team and positioning them accordingly.</p> <p><u>Skills</u></p> <p>Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.</p> <p>Link skills, techniques and ideas and apply them accurately and appropriately</p> <p>Show good control in my movements.</p> <p>Gain possession by working as a team</p> <p>Pass in different ways</p> <p>Field</p> <p>Use a number of techniques to pass, dribble and shoot</p>	<p><u>Knowledge</u></p> <p>Consider strategies within a game situation. Identifying strengths in other member of the team and positioning them accordingly.</p> <p><u>Skills</u></p> <p>Pupils should be taught to use running, jumping, catching and throwing in isolation and in combination.</p> <p>Link skills, techniques and ideas and apply them accurately and appropriately</p> <p>Gain possession by working as a team</p> <p>Pass in different ways</p> <p>Use a number of techniques to pass, dribble and shoot</p>	<p><u>Knowledge</u></p> <p>present ideas about the importance of people in a place of worship, rather than the place itself</p> <p><u>Skills</u></p> <p>Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Make links between Hindu beliefs and worship</p>	<p><u>Knowledge</u></p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself</p> <p><u>Skills</u></p> <p>Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities</p> <p>Make links between Hindu beliefs and worship</p>	
	Lesson 6	Revision Session		Rallying Support	Recognising Our Achievements	Final construction and testing.		Netball		What does a place of worship mean to believers?	

Knowledge and Skills	<p><u>Knowledge</u></p> <p>To revise all language covered in this unit and complete assessment materials</p> <p><u>Skills</u></p> <p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • postcard • simple note or message • identity card <p>Spell words that are readily understandable</p> <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • taking part in an interview/survey about pets/favourite food • talking to a friend about hobbies • talk about personal interests • know how to pronounce some letter strings. <p>Respect and understand cultural diversity</p> <ul style="list-style-type: none"> • Understand how symbols, objects and pictures can represent a country. 	<p><u>Knowledge</u></p> <p>To revise all language covered in this unit and complete assessment materials</p> <p><u>Skills</u></p> <p>Recognises and reads out a few familiar words or phrases – e.g.</p> <ul style="list-style-type: none"> • Understand the main points and some of the detail from a short written text. • Begin to read independently. Use a bilingual dictionary to look up new words. <p>Say and/or repeat a few words and short simple phrases – e.g.</p> <ul style="list-style-type: none"> • Take part in a simple conversation • Express an opinion. Know how to pronounce a range of letter strings • Begin to understand how accents change letter sounds • Substitute items of vocabulary to vary questions or statements • Pronunciation is becoming more accurate and intonation is being developed <p>Write or copy simple words and/or symbols correctly – e.g.</p> <ul style="list-style-type: none"> • Write a short text on a familiar topic, adapting language already learnt • Spell commonly used words correctly 	<p><u>Knowledge</u></p> <p>Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.</p> <p><u>Skills</u></p> <p>I can tell you how I feel about my dreams and goals.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>I can explain why the dreams and goals of young people from different cultures might be different from my own and give reasons for this.</p>	<p><u>Knowledge</u></p> <p>Know what some people in my class like or admire about me and to accept their praise</p> <p>Vocabulary Admire Respect Achievement Praise Compliment Contribution Recognition</p> <p><u>Skills</u></p> <p>I can tell you about something I can do with others that makes the world a better place.</p> <p>I can explain different ways to work with others to help make the world a better place</p> <p>I can analyse and justify why my group chose an activity and how this contributes to making the world a better place.</p>	<p><u>Knowledge</u></p> <p>Complete construction of revised plans and testing. Reflecting on final outcome.</p> <p><u>Skills</u></p> <p>Produce appropriate lists of tools, equipment and materials that they need</p> <p>Describe how well products meet user needs and wants</p> <p>The correct technical vocabulary for the projects they are undertaking</p>	<p><u>Knowledge</u></p> <p>Complete construction of revised plans and testing. Reflecting on final outcome.</p> <p><u>Skills</u></p> <p>Produce appropriate lists of tools, equipment and materials that they need</p> <p>The correct technical vocabulary for the projects they are undertaking</p> <p>That mechanical and electrical systems have an input, process and output</p> <p>Describe how well products meet user needs and wants</p>	<p><u>Knowledge</u></p> <p>Consider strategies within a game situation. Identifying strengths in other member of the team and positioning them accordingly.</p> <p><u>Skills</u></p> <p>Compare and comment on skills, techniques and ideas that they and others have used</p> <p>Modify use of skills or techniques to improve their work.</p>	<p><u>Knowledge</u></p> <p>Consider strategies within a game situation. Identifying strengths in other member of the team and positioning them accordingly.</p> <p><u>Skills</u></p> <p>Analyse and explain why they have used specific skills or techniques</p> <p>Create my own success criteria for evaluating.</p>	<p><u>Knowledge</u></p> <p>Make connections between how believers feel about places of worship in different traditions Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p><u>Skills</u></p> <p>Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship Select and describe the most important functions of a place of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities</p> <p>Make links between Hindu beliefs and worship</p>	<p><u>Knowledge</u></p> <p>Make connections between how believers feel about places of worship support believers in difficult times, explaining why this matters to believers</p> <p><u>Skills</u></p> <p>Recall and name some key features of places of worship studied. Find out about what believers say about their places of worship for the community. Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p> <p>Make links between Hindu beliefs and worship</p>
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