



Segments to be taught and what children will know by the end of each of them.

Approx time taught per week		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Passport challenges	I can play a musical instrument (Scottish Drum). I can take part in food tasting. I can go orienteering.	I can experience a Victorian school room. I can send a letter of thanks (to the synagogue) I can share my learning with an adult. (Scrooge)	I can take part in a debate.	I can speak in a role linked to the Mantle of the Expert.	I can create a new game and teach it to someone.	I can write a story for the Year 1 children. I can litter pick.
	Educational visits		RE: Judaism - Visit to a local synagogue	Science: Space - Visit to the Space Centre.			
2 hrs	Physical Education (From Get Set 4 PE scheme)	Football skills: foot passes, control a ball, dribbling, strike a ball, shoot, tackle and develop tactics.	Dodgeball: I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was	Dance: I can accurately copy and repeat set choreography. I can choreograph phrases individually and	Gymnastics: Perform a range of moves, shapes and actions Tag rugby: I can communicate with	Athletics: I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good.	Tennis: I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify how different activities

		Outdoor Adventurous Activities: I am inclusive of others and can share job roles. I can navigate around a course using a map. I can orientate a map confidently. I can reflect on when I was successful at solving challenges and alter my methods in order to improve. I can use critical thinking to approach a task	successful and what I need to do to improve. I can throw accurately at a target. I can work cooperatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. Hockey: I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in	with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. Basketball: I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking and intercepting when playing in defence.	my team and move into space to keep possession and score. I can identify when I was successful and what I need to do to improve. I can pass and receive the ball with some control under pressure. I can tag opponents and close down space.	I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. Fitness: I can analyse my fitness scores to identify areas for improvement. I can choose the best pace for a running event and maintain speed. I can encourage and motivate others to work to their personal best. I can identify how different activities can benefit my physical health.	can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can use feedback provided to improve my work. I can work cooperatively with others to manage our game. Rounders: I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game.
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			defence.				
1 hr 30	Science	<u>Changes in state.</u> By the end of this segment children will know that materials change state when they are heated or cooled, identify why evaporation and condensation are associated with temperature. Knowledge Organiser	<u>Forces:</u> By the end of this segment children will be able to identify the effects of water and air resistance and friction, recognise that different levers and gears allow for smaller force but have a greater effect, identify the effects of gravity acting between the earth and falling objects. Knowledge organiser	<u>Space:</u> By the end of this segment children will know the movement of the moon relative to the earth, 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 and describe the Sun, Earth and Moon as approximately spherical bodies. Knowledge organiser		<u>Living things and their habitat.</u> By the end of this segment children will be able to classify animals, life cycles of mammals, amphibians and birds and describe the life process of reproduction in plants and animals, understand and recognise bodily changes and how to keep healthy. Knowledge organiser Living things 2023.pptx	<u>Keeping healthy, the body and changes</u> By the end of the segment children will understand how humans and animals develop over time. To know what happens to our bodies and the changes we experience as we grow older. Understanding body parts and their correct names. Knowledge organiser for Body changes 2023.pptx
1 hr	History		<u>Victorians:</u> By the end of this segment children		<u>Vikings:</u> By the end of this segment children	<u>Ancient Greeks:</u> By the end of this segment children	.

			will understand why Queen Victoria came to power and the significant changing points within British History including the industrial revolution, inventions and important people who introduced significant change. Knowledge organiser for Victorians 2022.pptx		will understand the chronology of invasions and struggles within Britain, why the Vikings invaded Britain and wanted to settle and the viking raids and why they were so successful. Vikings Knowledge Organiser.pptx	will understand who the Ancient Greeks were, the legacies that they left including art. They will also compare what Ancient Greece is like in the past compared to today. Ancient Greeks Knowledge Organiser 2023.pptx	
40 mins	Geography	Scotland: By the end of this segment, the children will understand that Scotland makes up part of the UK and look at its significant impact on British identity. Children will get to experience Scottish cuisine and learn about how Scottish culture is both similar and					Greece: By the end of this segment children will be able to identify the similarities and differences between Greece and the UK. Study human and physical Geography in relation to trade, population, climate, land use and rivers.

		different to their own. Knowledge organiser					Greece Knowledge Organiser 2024.pptx
30 mins	Art and Design	Charles Rennie Mackintosh: Looking at the work and life of Mackintosh and examining key pieces. How his work of watercolour flowers led to his more stylised pieces.		Abstract Art: Looking at the work of Sir Frank Bowling. In this segment the children will look at using different textures such as mod-roc and paint effects.		Greek pottery: In this segment, children will use clay to make 3D Greek pots through taking and adding clay for texture.	
30 mins	Computing	Networking systems Learners are introduced to the concept of a system. They begin to understand that components can work together to perform a task. Finally, learners explore how digital systems can work and learn about physical and electronic connections.	Programming: Repetition in games Children will use Scratch to explore how to adapt and modify code and 'what will happen if' type scenarios.		Data and information databases Children will look at differences between paper databases and electronic ones. They will understand how to search using fields of information on an electronic database and how using databases electronically is more efficient for	Vector drawings By the end of this segment, children will have created vector drawings by learning how to use different drawing tools to help them create images. Children will recognise that images in vector drawings are created using shapes and lines (called objects) which they will layer, group and	

					the user.	duplicate to create more complex pieces of work.	
30 mins	Design and Technology	Scotch Broth: By the end of this segment, children will prepare and taste Scottish broth. Cutting, chopping and grating skills are also learnt.				Levers and Pulleys To look at how everyday objects use levers and pulley systems. To design a pulley system based on a wishing well design. Knowledge Organiser	
30 mins	French	Weather Y5 French Autumn Knowledge organiser By the end of this segment, children will be able to recognise, say, read and write a range of weather expressions,	Clothing By the end of this segment, children will recognise, read, say and write 8 clothing words in French, drawing on their knowledge of cognates and near-cognates to find meaning. They will build up	Family Y5 French Spring Knowledge Organiser By the end of this segment, children will recognise, read, write and say a selection of new nouns to enable them to	Sports By the end of this segment, children will recognise a range of sports in French and use a word bank to add to their vocabulary. They will use their knowledge of letter strings to	La Francophonie Y5 French Summer Knowledge Organiser By the end of this segment, children will have the skills they need to access an unfamiliar text –	Ice Cream Flavours By the end of this segment, children will have learnt six new nouns to enable them to name and talk about ice cream flavours. They will use the prepositions 'au'

		differentiating between the grammatical constructions: '<i>il y a</i>' + partitive article + noun, '<i>il fait</i>' + adjective and '<i>il</i>' + verb. They will be able to ask and answer questions about the weather. Building on their knowledge of infinitives and adverbial phrases, they will use the conjunction '<i>quand</i>' and the construction '<i>j'aime/je n'aime pas</i>' + infinitive in order to express, verbally and in writing, what they like to do in various seasons/ weather conditions.	from word to sentence level, using a speaking and writing frame and will use the verb <i>porter</i> (to wear). Revisiting adjectives of colour, they will revise the rules of French adjective/ noun order/ agreement. Using their existing knowledge of weather expressions and the conjunction '<i>quand</i>' (when), they will construct sentences like '<i>Quand il y a du soleil, je porte un tee-shirt violet et un short bleu.</i>' They will consolidate their dictionary skills by looking up additional clothing items to vary their sentences and describe pictures of dolls wearing a range of outfits,	describe family members in terms of their name, age, where they live and what they are wearing. They will use possessive adjectives (<i>mon, ma</i> and <i>mes</i>). In addition, they will extend their use of the verb '<i>être</i>' (to be) to include the third person singular (masculine and feminine) and use a small selection of adjectives and intensifiers to extend their descriptions so that they include personality traits.	read aloud and spell the new vocabulary accurately. Children will talk about their likes and dislikes in relation to particular sports and about sports that they play. They will describe the regularity with which they, or others, play particular sports, revising their knowledge of family vocabulary and the preposition '<i>avec</i>', Children may spend time using atlases to explore 'La Francophonie', discovering which countries are part of it and why they speak French.	pictures, prior knowledge, cognates, context and a bilingual dictionary. They will know about six countries from the francophone world by way of a fact file. They will be able to find information from the fact file about each country and choose one as a destination, giving a reason. They will use the prepositions '<i>avec/dans</i>' and '<i>au</i>' and '<i>en</i>' meaning 'to' when referring to masculine and feminine countries. They will be able to produce a final piece of written work, using first person verbs, describing where they are going and why, the weather, which family members are accompanying them, and what they need to pack in their suitcase.	and '<i>à la</i>' in relation to ice cream flavours.. They will be able to express verbal and written opinions., using a scaffold. Finally, they will display their knowledge and opinions (giving a reason) on ice cream flavours in an appropriate format..
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30 mins	Music	Bodhran Scottish Drum Workshop Children will be able to choose a steady beat in 2 time (2/4) 4 time (4/4), 3 time ($\frac{3}{4}$) 6/8 or 5/4 then choose a faster (allegro) or slower beat (adagio) Use the offbeat Create a piece of music that changes tempo by gradually getting faster (accelerando) and gradually gets slower (rallentando). Children will be able to play according to the dynamic instructions of: Andante (walking pace) Allegro (fast pace) Forte - loud Piano - soft	A Victorian Carol Reading music - In the Bleak Mid Winter Learn to play first 2 phrases of In The Bleak Mid Winter reading standard notation and perform alongside the reading of the poem with some atmospheric improvised music using a range of tuned and non tuned instruments.	Composing - linked to Space theme Create short rhythmic and melodic 5 note phrases recorded as symbols and stick notation on a stave including semibreves and semiquavers. Use the symbol for a crotchet rest. Create notation cards for these phrases to then be joined together to create a piece of atmospheric music in ternary form (ABA structure). Decide on C major or A minor as the key for their composition and create an electronic drone to accompany their composition. Choose			
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				dynamics for their composition including painissimo, fortissimo, mezzo forte and mezzo piano.			
		<u>Whole School Weekly Active Listening Programme</u>					
		Verdi - Dies Irae Mozart - Horn Concerto The Kingdom Choir (Stormzy cover) - Blinded By Your Grace When You're Smiling Hedwig's Theme by John Williams Nessun Dorma	Florence Price - Symphony No.1 Danse Macabre (maybe for Halloween?) by Camille Saint Saens	Prokofiev: Romeo and Juliet number 13 Dance of the Knights. Handel's Firework Music The Wellerman by Nathan Evans Bériot - Alma Deutscher	Run for Cover - Bob Marley Dance of The Snowman Dance of the Sugar Plum Fairy - Tchaikovsky	The Lord of the rings theme - Howard Shore I say a little prayer - Auckland Symphony Orchestra- Pirates of the Caribbean Interstellar - sound track Can't stop the feeling - Justin Timberlake Don Mclean - Vicent	Duomo - "Wildest Dreams" (Taylor Swift Cover) [Official Music from Netflix's Bridgerton Soundtrack] Dos Oruguitas - Sebastian Yatra Flight of the Bumblebee - Rimsky Korsakov Food Glorious Food Gipsy Kings- Baila Me Wunderkind
30 mins	Religious Education	<u>Unit 31</u> What does it mean if Christians believe God is Holy and loving? (God)	<u>Unit 32</u> What does it mean to be a Muslim in Britain today? (Islam)	<u>Unit 33</u> Why is the Torah so important to Jewish people? (Judaism)	<u>Unit 34</u> Creation and science, conflicting or complimentary? (Creation/Fall)	<u>Unit 35</u> How can following God bring freedom and justice? (People of God)	<u>Unit 36</u> What matters most to Humanists and Christians? (Thematic)
	RE follow up activities						

		Harvest - What values are represented in the Harvest Festival? Mind map e.g gratitude, compassion etc. Relate to children's values/experiences and they can add other examples of using these values	Diwali -Compare Diwali to a Jewish festival Hannukah - compare the use of light in the two stories. Draw and annotate a scene from each story focussing on the meaning of the lights. Advent - Christmas -What does Christmas mean to you? Does it relate to the Christian beliefs (link to Christianity plan) Hanukkah - The Judaism segment taught over the half term looks at how Hanukkah is celebrated. We have a visitor who brings in items from their celebration and discusses what takes place/how it is celebrated.		Lent/Easter - Watch the Easter story and discuss the reason why people take part in lent. Vaisakhi - Compare to the Harvest festival (it is a harvest festival in Punjab) Wesak - Compare to other festivals including Passover	Eid - Compare fasting and lent	
30 mins	PSHE	Online Safety Beginning and Belonging	Family and Friends Anti-bullying	Diversity and communities	Personal Safety		Managing Change First Aid (bleeding)