



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

		<p><b>Outdoor Adventurous Activities:</b>  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</p>	<p>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.</p> <p><b>Hockey:</b>  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 defence.</p>	<p>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.</p> <p><b>Basketball:</b>  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.</p>	<p>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.</p>	<p>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.</p> <p><b>Fitness:</b>  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.</p>	<p>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.</p> <p><b>Rounders:</b>  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.</p>
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1 hr 30	<b>Science</b>	<p><b><u>Changes in state.</u></b> 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.</p> <p><a href="#">Knowledge Organiser</a></p>	<p><b><u>Forces:</u></b> 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 pulleys and gears allow for smaller force but have a greater effect, identify the effects of gravity acting between the earth and falling objects.</p> <p><a href="#">Knowledge organiser</a></p>	<p><b><u>Space:</u></b> 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.</p> <p><a href="#">Knowledge organiser</a></p>		<p><b><u>Living things and their habitat.</u></b> 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.</p> <p><a href="#">Knowledge organiser Living things 2023.pptx</a></p>	<p><b><u>Keeping healthy and changes:</u></b> By the end of this segment children will understand the main bones within the human body, understand and locate the organs of the body, know that humans and animals have muscles and a skeleton, which protects the ribs.</p> <p><a href="#">Knowledge organiser for Body changes 2023.pptx</a></p>
1 hr	<b>History</b>		<p><b><u>Victorians:</u></b> By the end of this segment children will understand why Queen Victoria came to power and the significant changing points</p>		<p><b><u>Vikings:</u></b> By the end of this segment children will understand the chronology of invasions and struggles within Britain, why the Vikings invaded</p>	<p><b><u>Ancient Greeks:</u></b> By the end of this segment children will understand who the Ancient Greeks were, the legacies that they left including art. They will also</p>	

			<p>within British History including the industrial revolution, inventions and important people who introduced significant change.</p> <p><a href="#">Knowledge organiser for Victorians 2022.pptx</a></p>		<p>Britain and wanted to settle and the viking raids and why they were so successful.</p> <p><a href="#">Vikings Knowledge Organiser.pptx</a></p>	<p>compare what Ancient Greece is like in the past compared to today.</p> <p><a href="#">Ancient Greeks Knowledge Organiser 2023.pptx</a></p>	
40 mins	<b>Geography</b>	<p><b>Scotland:</b> 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 different to their own.</p> <p><a href="#">Knowledge organiser</a></p>					<p><b>Greece:</b> 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.</p> <p><a href="#">Greece Knowledge Organiser 2024.pptx</a></p>

30 mins	<b>Art and Design</b>	<p><b>Charles Rennie Mackintosh:</b></p> <p>Looking at the work and life of Mackintosh and examining key pieces. How his work of watercolour flowers led to his more stylised pieces.</p>		<p><b>Abstract Art:</b></p> <p>Looking at the work of Sir Frank Bowling.</p> <p>In this segment the children will look at using different textures such as mod-roc and paint effects.</p>			<p><b>Greek clay pots:</b></p> <p>Looking at the designs of Greek clay pots. Children to look at Ancient Greek designs and sketch their own. They are to create and paint the pots. (This can fall on Greek day)</p>
30 mins	<b>Computing</b>	<p><b>Networking systems</b></p> <p>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.</p>	<p><b>Programming: Repetition in games</b></p> <p>Children will use Scratch to explore how to adapt and modify code and 'what will happen if' type scenarios.</p>		<p><b>Data and information databases</b></p> <p>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 the user.</p>	<p><b>Vector drawings</b></p> <p>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 duplicate to create more complex pieces of work.</p>	

30 mins	<b>Design and Technology</b>	<p><b>Scotch Broth:</b> By the end of this segment, children will prepare and taste Scottish broth. Cutting, chopping and grating skills are also learnt.</p>				<p><b>Levers and Pulleys</b></p> <p>To look at how everyday objects use levers and pulley systems.</p> <p>To design a pulley system based on a wishing well design.</p> <p><a href="#">Knowledge</a> <a href="#">Organiser</a></p>	
30 mins	<b>French</b>	<p><b>Weather</b> <a href="#">Y5 French Autumn Knowledge organiser</a> By the end of this segment, children will be able to recognise, say, read and write a range of weather expressions, differentiating between the grammatical constructions: 'il y a' + partitive article + noun, 'il fait' + adjective</p>	<p><b>Clothing</b> 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 from word to sentence level, using a speaking and writing frame and will use the verb <i>porter</i> (to</p>	<p><b>Family</b> <a href="#">Y5 French Spring Knowledge Organiser</a> By the end of this segment, children will recognise, read, write and say a selection of new nouns to enable them to describe family members in terms of their name, age, where they live and what they are wearing. They will</p>	<p><b>Sports</b> 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 read aloud and spell the new vocabulary accurately. Children will talk about their likes and dislikes in</p>	<p><b>La Francophonie</b> <a href="#">Y5 French Summer Knowledge Organiser</a> By the end of this segment, children will have the skills they need to access an unfamiliar text – pictures, prior knowledge, cognates, context and a bilingual dictionary. They will know about six countries from</p>	<p><b>Ice Cream Flavours</b> 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' and 'à la' in relation to ice cream flavours.. They will be able to express verbal and written opinions., using a</p>

		<p>and 'il' + 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 'quand' and the construction 'j'aime/je n'aime pas' + infinitive in order to express, verbally and in writing, what they like to do in various seasons/ weather conditions.</p>	<p>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 'quand' (when), they will construct sentences like 'Quand il y a du soleil, je porte un tee-shirt violet et un short bleu.' 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,</p>	<p>use possessive adjectives (<i>mon, ma</i> and <i>mes</i>). In addition, they will extend their use of the verb 'être' (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.</p>	<p>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 'avec', Children may spend time using atlases to explore 'La Francophonie', discovering which countries are part of it and why they speak French.</p>	<p>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 'avec/dans' and 'au' and 'en' 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.</p>	<p>scaffold. Finally, they will display their knowledge and opinions (giving a reason) on ice cream flavours in an appropriate format..</p>
30 mins	<b>Music</b>	<p><b>Bodhran Scottish Drum Workshop</b></p> <p>Children will be able to choose a</p>	<p><b>A Victorian Carol</b></p> <p>Reading music - In the Bleak Mid Winter</p>	<p><b>Composing - linked to Space theme</b></p> <p>Create short rhythmic and</p>			

		<p>steady beat in 2 time (2/4) 4 time (4/4), 3 time (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          Adagio (slow pace)          Crescendo          Decrescendo          Pause.</p>	<p>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.</p>	<p>melodic 5 note phrases recorded as symbols and stick notation on a staff 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 dynamics for their composition including pianissimo,</p>			
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				fortissimo, mezzo forte and mezzo piano.			
<b><u>Whole School Weekly Active Listening Programme</u></b>							
		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	<b>Religious Education</b>	<b>Planned Festival Celebrations:</b>  Christianity through Harvest	<b>Judaism:</b> By the end of this segment, children will be able to understand and explain key aspects of Judaism. Children will ask and find relevant information and compare and contrast between	<b>Christianity:</b>  Looking at the key points of the Ten Commandments and how Christians use these to live their lives. Exploring how to help people in need through	<b>Planned Festival Celebrations:</b> Christianity through Lent/Easter*, Sikhism through Vaisakhi*, Buddhism through Wesak (Wellbeing link)  <b>Key Questions</b>	<b>Planned Festival Celebrations:</b> Islam through Eid	

			<p>other religions.</p> <p><b>Key Questions</b>          What does faith mean to you?          What does Shabbat mean to Jewish people?          How do Jewish people support their faith and belief? What does worship mean? Festivals.</p> <p><a href="#">Knowledge organiser</a></p> <p><b>Planned Festival Celebrations:</b>          Hinduism through Diwali*,          Christianity through Advent/Christmas*, Hanukkah*</p>	<p>various Bible stories.</p> <p><a href="#">Knowledge organiser Christianity 2024.pptx</a></p>	<p><b>Easter</b> – How significant is it for Christians to believe God intended Jesus to die? (Dependent on when Easter falls)</p>		
	<b>RE follow up activities</b>						
		<p><b>Harvest</b> - What values are represented in the Harvest Festival? Mind map e.g gratitude, compassion etc. Relate to children's</p>	<p><b>Diwali</b> -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</p>		<p><b>Lent/Easter</b> - Watch the Easter story and discuss the reason why people take part in lent.  <b>Vaisakhi</b> - Compare to the Harvest festival ( it is a harvest</p>	<p><b>Eid</b> - Compare fasting and lent</p>	

		values/experiences and they can add other examples of using these values	of the lights. <b>Advent - Christmas</b> -What does Christmas mean to you? Does it relate to the Christian beliefs ( link to Christianity plan) <b>Hanukkah</b> - 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.		festival in Punjab) <b>Wesak</b> - Compare to other festivals including Passover		
30 mins	<b>PSHE</b>	<b>Online Safety</b> <b>Beginning and Belonging</b>	<b>Family and Friends</b> <b>Anti-bullying</b>	<b>Diversity and communities</b>	<b>Personal Safety</b>	<b>Sex and Relationships Education</b> <b>Drug Education</b>	<b>Managing Change</b> <b>First Aid (bleeding)</b>