		Spelling (NC	T	100.51	ong Term Planning	History (Key Stage	T	Art and Design	Design and
	English (TfW)	Appendix)	Grammar (TfW)	Mathematics (WR)	Science (WR)	History)	Geography (Oddizzi)	(Kapow)	Technology (Kapow)
	Fiction	Words ending 'tious' and	Using fronted adverbials	Place Value	Forces	•	South America:		Mechanical Systems:
	Adventure Journey	'ious'- ambitious,	(words and phrases) to	• count forwards or	Identify the effects of		Why is the Amazon		Gears and Pulleys
	Story	curious	add detail and for effect	backwards in steps of powers of 10 for any given number	air resistance, water resistance and friction,		important? -The location of The		Skills: Design
		Words ending 'cious' - conscious, delicious	Using fronted adverbials (subordinate clauses)	up to 1 000 000	that act between moving		Amazon and its		-Noticing wider-reaching
	Non-fiction	Words ending 'cial'-	beginning with a range of	count forwards and	surfaces.		significance.		problems or needs in the
	Book Review	artificial, beneficial	conjunctions	backwards with positive and	Explain that		-The importance of the		community.
		Words ending 'tial'-	Punctuating direct	negative whole numbers,	unsupported objects fall		Amazon Basin and		-Identifying a wide range
	Dootny.	confidential, essential	speech when spoken	including through zero • read, write, (order and	towards the Earth because of gravity acting		RainforestWhat the threats to the		of needs and potential barriers through market
	Poetry Narrative Poems	Words ending 'cil' and	words are split by non-	compare) numbers to at least	between the Earth and		Amazon are.		research.
	Traire i dellis	'tial'- commercial, initial	spoken words	1 000 000 and determine the	the falling object.		-The human and physical		-Writing more complex
		Challenge Words	Introducing relative	value of each digit	Recognise that some		features of Manaus.		problem statements that
		Words ending 'ant'- brilliant, abundant	clauses beginning with a relative pronoun (whose,	read Roman numerals to	mechanisms, including		-Similarities and		consider multiple factors
		Words ending 'ance' and	that, which, whose) or an	1000 (M) and recognise years	levers, pulleys and gears,		differences between the		and constraints.
		'ancy'- abundance,	omitted relative pronoun	written in Roman numerals • (read, write) order and	allow a smaller force to have a greater effect.		Amazon Basin, south east Brazil and where we		-Creating more complex design criteria that
		brilliance	Introducing relative	compare numbers to at least	Working scientifically –		live.		require considering
		Words ending 'ent' and	clauses beginning with	1 000 000 and determine the	Use relevant scientific		South America's biggest		detailed user needs,
		'ence'- competence,	adverbs (where, when)	value of each digit	language and		country is Brazil. Here		environmental impact,
		emergent	Writing conventional	interpret negative numbers	illustrations to discuss,		you'll find the Amazon		materials and cost.
		Words ending 'able' and	sentences: using modal	in context • round any	communicate and justify		Rainforest, home to a		-Coming up with a
		'ible'- comfortable, enjoyable	verbs in conditional sentences	number up to 1 000 000 to the nearest 10, 100, 1000, 10	their scientific ideas (non-statutory)		huge number of animals, plants and insects.		broader range of ideas and deeper innovation,
		Words ending 'ably' and	Identifying conjunctions,	000 and 100 000	– Recognise which		Deforestation is a threat		requiring pupils to think
		'ibly'- comfortably,	prepositions, pronouns,	solve number problems and	secondary sources will		to the Amazon		critically about their
		horribly	determiners by how they	practical problems that	be most useful to		Rainforest. A lot of forest		ideas' practicality and
		Challenge Words	are used	involve all of the above	research their ideas		has been destroyed, for		originality.
			Using adverbs to show	Addition and Subtraction	(non-statutory).  – Planning different		example to make space for cattle ranches, from		-Beginning to use more complex annotated
			different degrees of	add and subtract whole	types of scientific		which beef is exported		sketches, such as cross-
			possibility e.g. perhaps,	numbers with more than 4	enquiries to answer		worldwide.		sectional and exploded
			surely Using modal verbs to	digits, including using formal	questions, including		Manaus is a city in the		diagrams and pattern
			show different degrees	written methods (columnar	recognising and		heart of the Amazon		pieces in design.
ਜ਼			of possibility	<ul><li>addition and subtraction)</li><li>add and subtract numbers</li></ul>	controlling variables where necessary.		Rainforest region and sits on the Rio Negro, one of		-Using a series of prototypes to refine and
Autumn 1			. ,	mentally with increasingly	- using a range of		two major rivers that		improve their designs.
r fr				large numbers	scientific equipment,		flow into the River		Make
⋖				solve addition and	with increasing accuracy		Amazon.		-Consistently apply
				subtraction multi step	and precision, taking				safety instructions.
				problems in contexts, deciding which operations	repeat readings when appropriate.		*Amazon Adventure virtual fieldwork lessons.		-Select appropriate scissors to handle
				and methods to use and why	- Reporting and		virtuar jieluwork lessons.		delicate cutting tasks and
				solve problems involving	presenting findings from				challenging materials.
				addition, subtraction,	enquiries, including				-Cutting patterns and
				multiplication and division	conclusions, causal				drawings accurately.
				and a combination of these, including understanding the	relationships and explanations of and				-In supervised groups, using hot glue guns
				meaning of the equals sign	degree of trust in results.				safely.
					- Taking measurements,				-Recognising that hot
				Multiplication and Division	using a range of scientific				glue is useful for joining
				identify multiples and     factors in all dispersions all	equipment, with				materials that need a
				factors, including finding all factor pairs of a number, and	increasing accuracy and precision, taking repeat				strong bond that sets quickly.
				common factors of two	readings when				-Choosing PVA glue over
				numbers	appropriate.				hot glue for its safety
				know and use the	- Identifying scientific				when joining materials in
				vocabulary of prime	evidence that has been				less intensive projects.
				numbers, prime factors and composite (non-prime)	used to support or refute ideas or arguments.				Evaluate -Reflecting on the
				numbers	- Recognise which				usability, aesthetics,
				establish whether a	secondary sources will				innovation and
				number up to 100 is prime	be most useful to				sustainability of products
				and recall prime numbers up	research their ideas				and discussing how
				to 19 • recognise and use square	(non-statutory).				design choices impact these aspects.
				numbers and cube numbers,	<u>Space</u>				-Assessing their designs
				and the notation for squared	Describe the Sun, Earth				against a more complex
				(2) and cubed (3)	and Moon as				set of design criteria that
				multiply numbers up to 4	approximately spherical				includes functionality,
				digits by a one-or two-digit number using a formal	bodies.  • Describe the				aesthetics, user
				written method, including	movement of the Earth,				experience, sustainability and cost.
L	I		I		overment or the Larth,		l .		una cost.

_	T	Language Property Co.	and ather stores		1		Canadastradas
		long multiplication for two-	and other planets,				-Considering alternative
		digit numbers	relative to the Sun in the				materials, tools or
		<ul> <li>multiply and divide</li> </ul>	solar system.				techniques that could
		numbers mentally drawing	Use the idea of the				enhance the product.
		upon known facts	Earth's rotation to				-Providing feedback that
		divide numbers up to 4	explain day and night				is helpful, specific, and
		•					
		digits by a one-digit number	and the apparent				encouraging.
		using the formal written	movement of the Sun				-Incorporating feedback
		method of short division and	across the sky.				from peers or users to
		interpret remainders	Describe the				improve their product
		appropriately for the context	movement of the Moon				further, explaining the
		multiply and divide whole	relative to the Earth.				changes they made and
		1					
		numbers and those involving	Working scientifically –				the impact they had.
		decimals by 10, 100 and 1000	Identifying scientific				Knowledge:
		<ul> <li>solve problems involving</li> </ul>	evidence that has been				-Mechanical systems
		multiplication and division	used to support or refute				that use gears in
		including using their	ideas or arguments.				everyday objects (e.g.
		knowledge of factors and	- Record data and results				bicycle, clock, etc.).
		multiples, squares and cubes	of increasing complexity				-Gears and pulleys allow
1		1					
		solve problems involving	using scientific diagrams				us to transfer movement
		multiplication and division,	and labels, classification				and force from one part
1		including scaling by simple	keys, tables, scatter				of a mechanical system
		fractions and problems	graphs, bar and line				to another.
1		involving simple rates	graphs.				-Gears allow us to
1			- Reporting on findings				increase the output of a
		Fractions, Decimals and	from enquiries, including				mechanism.
1		Percentages	oral and written				-Market research is a
1		identify, name and write	explanations, displays or				way of collecting
		equivalent fractions of a	presentations of results				information about
		given fraction, represented	and conclusions.				problems or needs.
		visually, including tenths and	- Reporting and				-Constraints are things
		hundredths	presenting findings from				that might stop our ideas
		recognise mixed numbers	enquiries, including				from being successful.
							=
		and improper fractions and	conclusions, causal				-Original and innovative
		convert from one form to the	relationships and				ideas are different from
		other and write	explanations of and a				what has been made
		mathematical statements > 1	degree of trust in results,				before.
		as a mixed number [for	in oral and written forms				-Annotations are
		example, 2/5 + 4/5 = =1 1/5]	such as displays and				detailed labels and
		compare and order	other presentations.				comments on diagrams.
		fractions whose	- Identifying scientific				-Risks are things that
							=
		denominators are all	evidence that has been				might happen.
		multiples of the same	used to support or refute				-Hot glue creates a
		number	ideas or arguments.				strong bond quickly.
		<ul> <li>add and subtract fractions</li> </ul>					-It is often better to
		with the same denominator	*Planetarium visit or				choose safer equipment.
		and denominators that are	desert stargazing camp.				-Sustainability means
		multiples of the same	desert stargazing camp.				thinking about the
1		-	Global Warming				materials that were used
		number	· —				
1		multiply proper fractions	Working scientifically –				to make a product and
1		and mixed numbers by whole	Recognise which				how the product was
1		numbers, supported by	secondary sources will				made.
		materials and diagrams	be most useful to				-Their final product can
1			research their ideas and				still be improved by
1			begin to separate				different materials or
			opinion from fact (non-				techniques.
1			statutory).				-Evaluating their designs
1			1				
1			- Identifying scientific				in detail will help them
			evidence that has been				understand their
1			used to support or refute				successful and less
1			ideas or arguments.				successful parts.
1							-Feedback should be
1			*Beach Clean-up to link				positive, helpful and
			with Plastics				specific.
			sustainability unit in				-That explaining how
1			summer term.				they used feedback to
							improve their design can
1							help them create better
		1					products in the future.
						B	-
	_			Myan Civilisation		Drawing: I need Space	
~	_			Myan Civilisation		Drawing: I need Space Skills:	
nn2				-In the year 1000		Skills:	
tumn2	_			-In the year 1000 settlements like		Skills: Generating ideas:	
Autumn2	_			-In the year 1000 settlements like Chichen Itza were		Skills: Generating ideas: -Develop ideas more	
Autumn2	_			-In the year 1000 settlements like		Skills: Generating ideas:	

	settlements anywhere	own research. Explore
	in the world and	and record their plans,
	Chichen Itza is	ideas and evaluations to
	probably the best	develop their ideas
	preserved of any city in	towards an outcome.
	the world from this	Using sketchbooks:
	time.	-Confidently use
	-After about the year	sketchbooks for
	AD830 very little new	purposes including
	construction took	recording observations
	place at Chichen Itza.	and research, testing
	The last glyph with a	materials and working
	date on comes from	towards an outcome
	AD910.The reasons	more independently.
	why the Mayan	Making skills:
	declined at that time	-Work with a range of
	(they weren't entirely	media with control in
	wiped out) was	different ways to achieve
	probably due to	different effects,
	drought and	including experimenting
	overworking of the	with the techniques used
	soil.	by other artists.
	1	-Combine a wider range
	-The Mayans farmed	
	on land they terraced	of media, e.g.
	and made fertile. Their	photography and digital
	staple diet was maize	art effects.
	and even worshiped	-Create in a more
	maize as a god. They	sustained way, revisiting
	drank chocolate but	artwork over time and
	not as we know it. It	applying their
	was unsweetened and	understanding of tone,
	spiced with chilli	texture, line, colour and
	peppers. They even	form.
	had a frother!	Knowledge of artists:
	-They built pyramids	-Research and discuss
	with temples on top	the ideas and
	and even had an	approaches of artists
	amazing astronomical	across a variety of
	observatory	disciplines, being able to
	-The Maya worshipped	describe how the cultural
	many gods and	and historical context
	believed they needed	may have influenced
	offerings of blood.	their creative work.
	-We know about the	-Discuss how artists
	Maya from their	create work with the
	writings in	intent to create an
	hieroglyphics, their	impact on the viewer.
	advanced number	-Consider what choices
		can be made in their own
	system and the	
	buildings such as the	work to impact their
	ball court that are still	viewer.
	there today.	Evaluating and analysing:
		-Discuss the processes
		used by themselves and
		by other artists, and
		describe the particular
		outcome achieved.
		-Use their knowledge of
		tools, materials and
		processes to try
		alternative solutions and
		make improvements to
		their work.
		Knowledge:
		Formal elements:
		-Shape: Shapes can be
		used to place the key
		elements in a
		composition.
		-Line: Lines can be used
		by artists to control what
		the viewer looks at
		within a composition, eg
		by using diagonal lines to
		by doing diagonal lines to

Reference for dis administration of the control of		1		T	Γ	T		dan	
Todates - Congenitive and a state to a state of the control of the								draw your eye into the	
FROM Works and grant and the control of the control									
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isides for a print.									
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use based on experience and knowledge. However, for working in false, hards are influenced by whole is girty or worand technology.  Affists borrow' ideas and imagery from other times and culture; politics and technology.  Affists borrow' ideas and imagery from other times and culture; to the state of the work of the particular effect on the viewer.									
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Fiction   Narrative - Suspense   Story - can children   where the 'ef from the row work are sharing about 11, using it as inspiration for their own work or sharing deas online.   Taking about planting finance with a problem.   Taking about planting finance with a prob									
Fiction   Narrative - Suspense   Survy - Can children   ways, for coardinating dieds across   where the 'e' from the rough read and proper in story - Can children   ways, for coardinating alleries, discussing it, writing about rt, using it as survy - Can children   ways, for coardinating dieds and discuss art in different ways, for coardinating dieds and discuss in different ways, for coardinating dieds and discussion in the 'or their own ways, for coardinating dieds and their own ways, for coa									
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### **Year 5 Long Term Planning**

### Non-fiction

Newspaper report on WW2

#### **Poetry** Free Verse

where the base word ends in 'fer'- difference, inference... Silent first letter- knife, knight... Silent letters-build, autumn 'ie' after 'c'- society, glacier... Words where 'ei' makes 'ee' sound- either, neither... Words where 'ough' makes 'or' soundafterthought, bought... Words containing 'ough'although, bough Adverbs of possibility and frequency- certainly, definitely... Challenge words

Words with suffixes

pronouns and coniunctions Using possessive pronouns to show nossession Identifying pronouns by their function Introducing different types of pronouns Recognising ambiguity in the use of pronouns Rewording sentences to clarify pronoun references Using noun-phrases to convey information concisely Introducing indirect speech and comparing it to direct speech Using verb forms with auxiliary verbs- e.g. progressive and perfect forms Using present and perfect verb forms to

> mark relationships of time and clause Secure use of compound sentences using coordination conjunctions Develop multi-clause sentences- main and subordinate clauses with a full range of conjunctions Expanded -ed clauses as a starters and drop in ed clauses Revisit simile and introduce metaphor, personification and onomatopoeia

 multiply and divide numbers mentally drawing upon known facts

- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole
- numbers and those involving decimals by 10, 100 and 1000
   solve problems involving multiplication and division
- multiples, squares and cubes
   solve problems involving
  multiplication and division,
  including scaling by simple
  fractions and problems

knowledge of factors and

including using their

involving simple rates
• solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign

# Fractions, Decimals and Percentages • add and subtract fractions

- with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, 0.71 = 71/100]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places
   recognise the per cent
- symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of 1/2,1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25

#### Measurement

• convert between different units of metric measure

conductivity (electrical and thermal) and response to magnets.

- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Working scientifically -Use and develop keys and other information records to identify, classify and describe living things and materials (nonstatutory).
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Using test results to make predictions to set up further comparative and fair tests.
- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas (non-statutory).

#### Animals Including Humans

### \*Note: Teach within the boundaries defined by The State of Qatar\*

- Describe the changes as humans develop to old age.
- Working scientifically Explore ideas and raise different kinds of questions (nonstatutory).
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Explore ideas and raise different kinds of

-The weather patterns in a climate zone.

-How to write a weather forecast.

The characteristics of climate zones.

Climate is the average daily and seasonal weather patterns over a long period of time.

The Equator is an invisible line that runs around the centre of the Earth. The closer you live to the Equator, the hotter it is.

As the Earth is tilted on an axis, the Northern and Southern Hemispheres experience different types of weather at the same time of the year.

# Africa:

# KS2 Locational knowledge Short Unit

knowledge Short Unit

To locate the world's
continents and
countries.

Explore the World —
Places — Africa
Africa — Continent
Overview — Sneak a Peek
Plus 19 country
spotlights

nomy, Key Facts

Zambia – Key
Facts, Living in Zambia,
Natural

Sights, Conservation

Kenya – Landscape, Clim

ate, Wildlife, People, Eco

Explore the World - Global Knowledge - Virtual Safari Virtual Safari – 19 animal profile pages Global Knowledge -Mugurameno Village Contrasting locality take a tour of a rural village in Zambia - Mugurameno Village Watch a film of the different features of Africa Take a flight over South Africa How farmers in Africa keep green beans cool? How farmers in Ghana transport fresh food The journey of a green

bean from Kenya

Kenva

Visit Ravine Roses in

-Considering the proportions of individual components. -Creating a 3D stuffed toy from a 2D design. -Measuring, marking and cutting fabric accurately and independently. -Creating strong and secure blanket stitches when joining fabric. -Threading needles independently. -Using appliqué to attach pieces of fabric decoration.

- -Sewing blanket stitch to join fabric.
- -Applying blanket stitch so the spaces between the stitches are even and regular.
- -Testing and evaluating a product and giving points for further

### improvements.

Knowledge: -To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric. -To understand that it is easier to finish simpler designs to a high standard. -To know that soft toys are often made by creating appendages separately and then attaching them to the main body. -To know that small, neat stitches which are pulled taut are important to ensure that the soft toy

is strong and holds the

stuffing securely.

			<ul> <li>understand and use</li> </ul>	questions (non-		Visit Mugurameno village		
			approximate equivalences	statutory).		in Zambia		
			between metric units and	<ul> <li>Identifying scientific</li> </ul>		Go on a Zambian safari!		
			common imperial units such	evidence that has been		Discover how wildlife in		
			as inches, pounds and pints	used to support or refute		Africa is protected		
			use all four operations to	ideas or arguments.		Meet Douglas the		
			•	Reporting and		_		
			solve problems involving	' "		orphaned baby hippo		
			measure [for example,	presenting findings from		Take a virtual tour of		
			length, mass, volume,	enquiries, including		Egypt's Giza pyramids		
			money] using decimal	conclusions, causal		Learn why Egyptians		
			notation, including scaling	relationships and		celebrate the ancient		
			<ul> <li>measure and calculate the</li> </ul>	explanations of and a		holiday Sham al-Naseem		
			perimeter of composite	degree of trust in results,		Make a traditional dish		
			rectilinear shapes in	in oral and written forms		from Uganda		
			centimetres and metres	such as displays and		Make a traditional dish		
			calculate and compare the	other presentations.		from Nigeria		
			area of rectangles (including	, ,		Watch a traditional		
			squares) and including using	Life Cycles		Nigerian Efik marriage		
			standard units, square	Describe the		ceremony		
			centimetres (cm2) and	differences in the life		Learn about the Nigerian		
			square metres (m2) and	cycles of a mammal, an		New Yam Festival		
			estimate the area of irregular	amphibian, an insect and		Watch the 'Naming of a		
			shapes	a bird.		Child' ceremony from		
			estimate volume [for	Working scientifically –		Nigeria		
			example, using blocks to	Use relevant scientific		Learn about the Igue,		
			build cuboids] and capacity	language and		New Year Festival from		
			[for example, using water]	illustrations to discuss,		Southern Nigeria		
				communicate and justify				
	1		<u>Statistics</u>	their scientific ideas'	Benin		Painting and Mixed	
			complete, read and	(non-statutory).	l <del></del>		Media: Portraits	
			interpret information in	- recording data and	-Benin, in modern day		Skills:	
				_	Nigeria was an			
			tables, including timetables	results of increasing	advanced society as		Generating ideas:	
			solve comparison, sum and	complexity using	long ago as a thousand		-Develop ideas more	
			difference problems using	scientific diagrams and	years, in many ways		independently from their	
			information presented in a	labels, classification keys,	more advanced than		own research. Explore	
			line graph	tables, scatter graphs,	Saxon and Viking		and record their plans,	
				bar and line graphs.			ideas and evaluations to	
				bar and line graphs.  – Reporting and	society at the time.			
				<ul> <li>Reporting and</li> </ul>	society at the timeIt's really important		develop their ideas	
				<ul> <li>Reporting and presenting f indings from</li> </ul>	society at the time.		develop their ideas towards an outcome.	
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Spring 2				- Reporting and presenting f indings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and	society at the timeIt's really important that people living in Britain today recognise how African societies such as Benin developed in their own right and not as a result of contact with Europeans. This helps combat some prejudices people have today thinking that all the important developments in world history took place in in the WestBenin society was organised around the all-important Oba who lived in his own palace within a well-defended cityThe society is best remembered for its magnificent bronzes -At the end of the Victorian period soldiers of the British empire clashed with the inhabitants of Benin and looted a vast number of these superb bronzes many		develop their ideas towards an outcome. Using sketchbooks: -Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. Making skills: -Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCombine a wider range of media, e.g. photography and digital art effectsCreate in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. Knowledge of artists: -Research and discuss the ideas and approaches of artists across a variety of	

	-The debate about	and historical context
	whether the Benin	may have influenced
	bronzes should be	their creative work.
	returned still rumbles	-Discuss how artists
	on. There are	create work with the
	arguments on both	intent to create an
	side.	impact on the viewer.
		-Consider what choices
		can be made in their own
		work to impact their
		viewer.
		Evaluating and analysing:
		-Discuss the processes
		used by themselves and
		by other artists, and
		describe the particular
		outcome achieved.
		-Use their knowledge of
		tools, materials and
		processes to try
		alternative solutions and
		make improvements to
		their work.
		Knowledge:
		Formal elements:
		-Colour: Artists use
		colour to create an
		atmosphere or to
		represent feelings in an
		artwork, for example by
		using warm or cool
		colours.
		-Pattern: Artists create
		pattern to add
		pattern to add
		expressive detail to art
		works, for example Chila
		Kumari Singh Burman
		using small everyday
		objects to add detail to
		sculptures.
		-Tone: Tone can help
		show the foreground and
		background in an
		artwork.
		Making skills:
		-How to develop a
		drawing into a painting.
		-How to create a drawing
		using text as lines and
		tone.
		-How to experiment with
		materials and create
		different backgrounds to
		photograph, exploring
		different angles.
		-How to adapt an image
		to create a new one.
		-How to combine
		materials to create an
		effect.
		-How to choose colours
		to represent an idea or
		atmosphere.
		-How to develop a final
		composition from
		sketchbook ideas.
		Knowledge of artists:
		-Artists are influenced by
		what is going on around
		them, for example,
		culture, politics and
		technology.
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							-Artists use self-portraits	
							to represent important	
							things about themselves.	
							-Artists can choose their	
							medium to create a	
							particular effect on the	
							viewer.	
							-Artists can combine	
							materials, for example,	
							digital imagery, with	
							paint or print.	
							Evaluating and analysing:	
							-People make art to	
							portray ideas about	
							identity.	
							-Talking about plans for	
							artwork, or evaluating	
							finished work, can help	
							improve what artists	
							create.	
							-Comparing artworks can	
							help people understand	
							them better.	
							-How to use a	
1							photograph as a starting	
1							point for a mixed-media	
							artwork.	
							-How to take an	
							interesting portrait.	
							]	
							*Local artist visit or	
							museum of Islamic Art	
							visit.	
	Fiction	Homophones and near	Sentence reshaping	Place Value	Reproduction	Mountains	Visit.	Structures: Bridges
	Film Narrative	•		• count forwards or	*Note: Teach within the	What are mountains		Skills:
	Tilli Narrative	homophones- advice,	techniques- lengthening			like?		
		advise	or shortening sentences	backwards in steps of powers	boundaries defined by	<del></del>		-Designing a stable structure that is able to
	Non fistion	Homophones- aisle, isle	for meaning/ or effect	of 10 for any given number	The State of Qatar*	-What a mountain is.		
	Non-fiction	Homophones- bridal,	Recognising and	up to 1 000 000	Describe the life	-The features of a		support weight.
	Instructions	bridle	correcting double	count forwards and	process of reproduction	mountain.		-Creating a frame
		Homophones and near	negatives in sentences	backwards with positive and	in some plants and	-How mountains are		structure with focus on
		homophones- cereal,	Using a range of	negative whole numbers,	animals.	formed.		triangulation.
	Poetry	serial	determiners to specify	including through zero	Working scientifically –	-Mountain climates.		-Making a range of
	Tanka	Homophones and near	known or unknown		Use relevant scientific	-The UK and world's		different shaped beam
		1		Fractions, Decimals and	language and	highest mountains.		bridges.
		homophones- affect,	nouns	Percentages	illustrations to discuss,	The importance of the		-Using triangles to create
		effect	Using brackets, dashes	<ul> <li>read and write decimal</li> </ul>		Himalayas.		truss bridges that span a
		Words with hyphens- co-	and commas to indicate	numbers as fractions [for	communicate and justify	A mountain is a landform		given distance and
1		ordinate, co-author	parenthesis	example, 0.71 =71/100]	their scientific ideas	that sticks up, high above		support a load.
		Challenge Words	Using commas to clarify	• recognise and use	(non-statutory).	the surrounding land. It		-Building a wooden
		Revision words	meaning and avoid	thousandths and relate them	<ul> <li>Recording data and</li> </ul>	is much taller than a hill		bridge structure.
			ambiguity	to tenths, hundredths and	results of increasing	(600 metres or above, in		-Independently
1			Introducing relative	decimal equivalents	complexity, using	the UK) and is often		measuring and marking
r			clauses that refer to a	round decimals with two	scientific diagrams and	found grouped with		wood accurately.
Summer 1			whole clause rather than	decimal places to the nearest	labels, classification keys,	others in a mountain		-Selecting appropriate
ਵ			a noun	whole number and to one	tables, scatter graphs,	range.		tools and equipment for
Ň				decimal place	bar charts and line	Mountains are formed		particular tasks.
			Drop in relative clauses	1		when two of the earth's		-Using the correct
			using who /which	• read, write, order and	graphs.			
			/whose /that	compare numbers with up to	- Reporting and	plates collide and land is		techniques to saw safely.
			Using different types of	three decimal places	presenting findings from	pushed upwards or		-Identifying where a
			sentence-varying		enquiries, including	folded.		structure needs
			sentence length, order	Measurement	conclusions, causal	Mountains have their		reinforcement and using
			and focus	convert between different	relationships and	own climates.		card corners for support.
			Converting noun and	units of metric measure	explanations of and a			-Explaining why selecting
			adjectives into verbs	understand and use	degree of trust in results,	Virtual fieldwork lesson –		appropriate materials is
			using suffixes (-ly, -ise, -	approximate equivalences	in oral and written forms	Base Camp, Everest.		an important part of the
			en, -ate)	between metric units and	such as displays and			design process.
				common imperial units such	1			-Understanding basic
			1	<u> </u>	I Other precentations			
			Understanding how	as inches, pounds and pints	other presentations.			wood functional
			Understanding how prefixes (dis-, mis-, over-,	<u> </u>	- Identifying scientific			
			Understanding how prefixes (dis-, mis-, over-, re-, de-) change the	as inches, pounds and pints	<ul> <li>Identifying scientific evidence that has been</li> </ul>			wood functional
			Understanding how prefixes (dis-, mis-, over-,	as inches, pounds and pints • use all four operations to	Identifying scientific     evidence that has been     used to support or refute			wood functional properties.
			Understanding how prefixes (dis-, mis-, over-, re-, de-) change the	as inches, pounds and pints • use all four operations to solve problems involving	<ul> <li>Identifying scientific evidence that has been</li> </ul>			wood functional propertiesAdapting and improving
			Understanding how prefixes (dis-, mis-, over-, re-, de-) change the	as inches, pounds and pints  • use all four operations to solve problems involving measure [for example,	Identifying scientific     evidence that has been     used to support or refute			wood functional propertiesAdapting and improving own bridge structure by

		 ,					
		money] using decimal	<ul> <li>Planning different</li> </ul>				reinforcing them as
		notation, including scaling	types of scientific				necessary.
		use all four operations to	enquiries to answer				-Suggesting points for
		solve problems involving	questions, including				improvements for own
		measure [for example,					bridges and those
		money]	recognising and				designed by others.
			controlling variables				= -
		solve problems involving	where necessary.				Knowledge:
		converting between units of	- Taking measurements,				-To understand some
		time	using a range of scientific				different ways to
		measure and calculate the	equipment, with				reinforce structures.
		perimeter of composite	increasing accuracy and				-To understand how
		rectilinear shapes in					triangles can be used to
		centimetres and metres	precision, taking repeat				reinforce bridges.
		calculate and compare the	readings when				-To know that properties
		area of rectangles (including	appropriate.				are words that describe
		squares) and including using	<ul> <li>Using test results to</li> </ul>				the form and function of
		standard units, square	make predictions to set				materials.
		centimetres (cm2) and	up further comparative				-To understand why
		square metres (m2) and	and fair tests.				material selection is
		1 .	and fair tests.				
1		estimate the area of irregular	Damasild				important based on their
		shapes	Reversible and				properties.
		estimate volume [for	Irreversible Changes				-To understand the
1		example, using blocks to	<ul> <li>Know that some</li> </ul>				material (functional and
		build cuboids] and capacity	materials will dissolve in				aesthetic) properties of
L		[for example, using water]	liquid to form a solution		<u> </u>		wood.
	]		and describe how to	Tudors		Drawing: Depth,	
		Geometry	recover a substance from	-Henry VIII and his		Emotion and Movement	
		distinguish between regular		daughter Elizabeth I		Skills:	
		and irregular polygons based	a solution.	between them ruled		Generating ideas:	
		on reasoning about equal	Use knowledge of			-Developing ideas more	
		sides and angles.	solids, liquids and gases	powerfully for over			
		_	to decide how mixtures	three quarters of the		independently from their	
		use the properties of	might be separated,	period.		own research.	
		rectangles to deduce related	including through	-Henry VIII famously		-Exploring and recording	
		facts and find missing lengths		married 6 times and		their plans, ideas and	
		and angles	filtering, sieving and	was very keen to		evaluations to develop	
		<ul> <li>identify 3-D shapes,</li> </ul>	evaporating.	produce a male heir.		their ideas towards an	
		including cubes and other	Demonstrate that	He was such a strong		outcome.	
		cuboids, from 2-D	dissolving, mixing and	ruler that he would		Using sketchbooks:	
		representations	changes of state are	even have two of his		-Confidently using	
		know angles are measured	reversible changes.	wives beheaded.		sketchbooks for	
		in degrees: estimate and	Explain that some	-One of the most		purposes including	
		compare acute, obtuse and	changes result in the	important and long-		recording observations	
		reflex angles	formation of new			and research, testing	
		draw given angles, and		lasting changes was		_	
			materials, and that this	what was known as the		materials and working	
		measure them in degrees	kind of change is not	Reformation where		towards an outcome	
1		• identify: ¬angles at a point	usually reversible,	Protestantism largely		more independently.	
		and one whole turn (total	including changes			Making skills:	
1		1	including changes	replaced Catholicism.		•	
	1	360°) ¬angles at a point on a	associated with burning,	replaced Catholicism. -Elizabeth I was a		-Working with a range of	
Ś.		360°) —angles at a point on a straight line and a 1/2 turn	0	•		-Working with a range of media with control in	
ner 2		360°) ¬angles at a point on a	associated with burning, and the action of acid on	-Elizabeth I was a		-Working with a range of media with control in different ways to achieve	
mmer 2		360°) —angles at a point on a straight line and a 1/2 turn	associated with burning, and the action of acid on bicarbonate of soda.	-Elizabeth I was a powerful and		-Working with a range of media with control in	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples	associated with burning, and the action of acid on bicarbonate of soda. • Working scientifically –	-Elizabeth I was a powerful and successful ruler,		-Working with a range of media with control in different ways to achieve	
Summer 2		360°) —angles at a point on a straight line and a 1/2 turn (total 180°) —other multiples of 90°	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to	-Elizabeth I was a powerful and successful ruler, showing how strong		-Working with a range of media with control in different ways to achieve different effects,	
Summer 2		360°) —angles at a point on a straight line and a 1/2 turn (total 180°) —other multiples of 90° • identify, describe and represent the position of a	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulers.		-Working with a range of media with control in different ways to achieve different effects, including experimenting	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of Francis Drake helped		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more sustained way, revisiting	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative and fair tests.  – Recording data and	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of Francis Drake helped to make Britain a		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more sustained way, revisiting artwork over time and	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative and fair tests.  – Recording data and results of increasing	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of Francis Drake helped to make Britain a strong country,		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more sustained way, revisiting artwork over time and applying their	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative and fair tests.  – Recording data and results of increasing complexity using	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of Francis Drake helped to make Britain a strong country, especially after Britain		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more sustained way, revisiting artwork over time and applying their understanding of tone,	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative and fair tests.  – Recording data and results of increasing complexity using scientific diagrams and	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of Francis Drake helped to make Britain a strong country, especially after Britain defeated the Spanish		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative and fair tests.  – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys,	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of Francis Drake helped to make Britain a strong country, especially after Britain defeated the Spanish Armada, and set up		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative and fair tests.  – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs,	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of Francis Drake helped to make Britain a strong country, especially after Britain defeated the Spanish Armada, and set up colonies in America		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.  Knowledge of artists:	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative and fair tests.  – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of Francis Drake helped to make Britain a strong country, especially after Britain defeated the Spanish Armada, and set up colonies in America -The later period saw		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.  Knowledge of artists: -Researching and	
Summer 2		360°) ¬angles at a point on a straight line and a 1/2 turn (total 180°) ¬other multiples of 90°  • identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not	associated with burning, and the action of acid on bicarbonate of soda.  • Working scientifically – Using test results to make predictions to set up further comparative and fair tests.  – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs,	-Elizabeth I was a powerful and successful ruler, showing how strong women could be as rulersDuring the later period the exploits of Francis Drake helped to make Britain a strong country, especially after Britain defeated the Spanish Armada, and set up colonies in America		-Working with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artistsCreating in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form.  Knowledge of artists:	
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		their scientific ideas	intent to create an
		1	impact on the viewer.
		(non-statutory).	-Considering what
		- Identifying scientific	choices can be made in
		evidence that has been	their own work to impact
		used to support or refute	their viewer.
		ideas or arguments.	Evaluating and
		*Secondary Science	analysing:
		teacher visit or visit to	-Discussing the processes
		secondary school science	used by themselves and
		lab to learn about	by other artists and
		reversible/irreversible	describing the particular
		changes.	outcome achieved.
		enunges.	-Considering how
		Plastic Pollution	effectively pieces of art
		Identifying scientific	express emotion and
			encourage the viewer to
		evidence that has been	question their own ideas.
		used to support or refute	-Using their knowledge
		ideas or arguments.	of tools, materials and
		Reporting and	processes to try
		presenting findings from	alternative solutions and
		enquiries, including	make improvements to
		conclusions, causal	their work.
		relationships and	Knowledge:
		explanations of and	Formal elements:
		degree of trust in results,	-Shape: Shapes can be
		in oral and written forms	used to place the key
		such as displays and	elements in a
			composition.
		other presentations.	-Line: Lines can be used
		*0	by artists to control what
		*Beach clean-up to be	the viewer looks at
		done at end of term	within a composition, eg
		1/start of term 2	by using diagonal lines to
			draw your eye into the
		Sustainability Unit of	centre of a drawing.
		Work Page 1	-Pattern: Artists create
			pattern to add
			expressive detail to art
			works, for example Chila
			Kumari Singh Burman
			using small everyday
			objects to add detail to
			sculptures.
			-Texture: How to create
			texture on different
			materials.
			-Making skills: Use lines
			and marks in a creative
			way that might look
			more expressive and
			gestural, e.g. showing
			the essence of
			movement or emotion.
			-Capture the essence of a
			subject through lines and
			marks rather than
			precise form, e.g.
			communicating emotion
			or emphasising certain
			elements of a
			composition.
			-Describe the quality of
			lines, including
			identifying the
			movement conveyed by
			different lines, e.g.
			sweeping lines to suggest
			a flowing motion, sharp
			to suggest speed.
			-Identify qualities and
			techniques that resonate
			and begin to develop
•			

personal style and preferencesRefine tonal shading to show greater graduations in toneBlend to smooth transitions in toneUse shading techniques such as cross hatching, to create texture as well as depthUse sketching to experiment with ideas, layout and shadingConsider balance and symmetry / asymmetry in compositionsStart using size to develop a foreground, midground and background in compositionsKnowledge of artists: -Artists are influenced by what is going on around them; for example, culture, politics and technologyHow an artwork is interpreted will depend on the life experiments of the person looking at itArtists can choose their					
preferences				personal style and	
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analysing: People make					
art to express emotion.					
-People make art to				-People make art to	
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