Bladon C of E Primary School

Maple Class LTP

Cycle 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	**Amazing Americas South America**	**Amazing Americas North America**	**Counties and Cities in the UK + map work**	**Compare UK region with a European region + map work**	**Early Civilisation Overview**	**Shang Dynasty**
English	**The Explorer by Katherine Rundell- 5 week focus on Narrative writing.** Break down: 2 weeks focusing on first chapter only- chn then write what they think will happen in chapter 2 (assessed). The 3 weeks 'The Write Stuff' unit 'Under the Canopy'. Children go through the sequence of learning and then their independent	**Mini-module focus: Stories from another culture – Native Americans – Black Elk's Vision** (2-Week)- Assessed Chn write a non-chronological report on **The Day of the Dead.** (2 week) Chn write **Christmas Non-Chron report.** (Assessed)	**Topic- Magical, mystical, traditional** Tuesday by David Weisner- Newspaper report Literacy Shed **Aladdin-** The Write Stuff (3 week). Assessed **Class Read: Rumaysa: A Fairy Tale by Radiya Hafiza-Vipers LS**	**Aladdin-** The Write Stuff - Assessed	**The Nowhere Emporium by Ross Mackenzie** Narrative Mystery The Write Stuff - assessed **Class Read: The Firework-Maker's Daughter- Philip Pullman**	**Secrets of a Sun King** Non-fiction Diary (3 weeks) The Write stuff unit- assessed **Shang Dynasty- Non chronological report-** (2 weeks). Grammarsaurus book. **Tales from China by Cyril Birch** Myths and legends- focusing on Chinese myths and legends and comparing them with well-

	write will be to write an adventure story of a new character who finds themselves in a new place. Then 2 weeks of Powerful/emotive poetry focus on deforestation. **Class Read: The Explorer by Katherine Rundell**					known m&l- chn write their own. (3-week)
Maths	**White Rose Maths – new scheme** **Year 4:** Place value Step 1 Represent numbers to 1,000 Step 2 Partition numbers to 1,000 Step 3 Number line to 1,000 Step 4 Thousands Step 5 Represent numbers to 10,000 Step 6 Partition numbers to 10,000 Step 7 Flexible partitioning of numbers to 10,000 Step 8 Find 1, 10, 100, 1,000 more or less Step 9 Number line to 10,000	**White Rose Maths – new scheme** **Year 4:** **Area** Step 1 What is area? Step 2 Count squares Step 3 Make shapes Step 4 Compare areas **Multiplication & Division A** Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables	**White Rose Maths – new scheme** **Year 4:** **Multiplication & Division B** Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related facts – multiplication and division	**White Rose Maths – new scheme** **Year 4:** **Fractions** Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions	**White Rose Maths – new scheme** **Year 4:** **Decimals B** Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals	**White Rose Maths – new scheme** **Year 4:** **Shape** Step 1 Understand angles as turns Step 2 Identify angles Step 3 Compare and order angles Step 4 Triangles Step 5 Quadrilaterals Step 6 Polygons Step 7 Lines of symmetry Step 8 Complete a symmetric figure **Statistics** Step 1 Interpret charts

	Step 10 Estimate on a number line to 10,000 Step 11 Compare numbers to 10,000 Step 12 Order numbers to 10,000 Step 13 Roman numerals Step 14 Round to the nearest 10 Step 15 Round to the nearest 100 Step 16 Round to the nearest 1,000 Step 17 Round to the nearest 10, 100 or 1,000 **Addition & Subtraction** Step 1 Add and subtract 1s, 10s, 100s and 1,000s Step 2 Add up to two 4-digit numbers – no exchange Step 3 Add two 4-digit numbers – one exchange Step 4 Add two 4-digit numbers – more than one exchange Step 5 Subtract two 4-digit numbers – no exchange Step 6 Subtract two 4-digit numbers – one exchange	Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts Small steps Year 4 | Autumn term | Block 4 – Multiplication and division A © White Rose Maths 2022 Step 9 11 times-table and division facts Step 10 12 times-table and division facts Step 11 Multiply by 1 and 0 Step 12 Divide a number by 1 and itself Step 13 Multiply three numbers **Year 5: Multiplication & Division A** Step 1 Multiples Step 2 Common multiples Step 3 Factors Step 4 Common factors Step 5 Prime numbers Step 6 Square numbers Step 7 Cube numbers Step 8 Multiply by 10, 100 and 1,000 Small steps	Step 8 Informal written methods for multiplication Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems Step 15 Efficient multiplication **Length & Perimeter** Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) Step 3 Perimeter on a grid Step 4 Perimeter of a rectangle Step 5 Perimeter of rectilinear shapes	Step 8 Convert improper fractions to mixed numbers Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers **Decimals A** Step 1 Tenths as fractions Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10 Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths	**Money** Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money **Time** Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital times Step 4 Convert to the 24-hour clock Step 5 Convert from the 24-hour clock **Year 5: Shape** Step 2 Classify angles Step 3 Estimate angles	Step 2 Comparison, sum and difference Step 3 Interpret line graphs Step 4 Draw line graphs **Position & Direction** Step 1 Describe position using coordinates Step 2 Plot coordinates Step 3 Draw 2-D shapes on a grid Step 4 Translate on a grid Step 5 Describe translation on a grid **Year 5: Negative numbers** Step 1 Understand negative numbers Step 2 Count through zero in 1s Step 3 Count through zero in multiples Step 4 Compare and order negative numbers Step 5 Find the difference **Converting Units** Step 1 Kilograms and kilometres

	Step 7 Subtract two 4-digit numbers – more than one exchange Step 8 Efficient subtraction Step 9 Estimate answers Step 10 Checking strategies **Year 5:** **Place value** Step 1 Roman numerals to 1,000 Step 2 Numbers to 10,000 Step 3 Numbers to 100,000 Step 4 Numbers to 1,000,000 Step 5 Read and write numbers to 1,000,000 Step 6 Powers of 10 Step 7 10/100/1,000/10,000/100,000 more or less Step 8 Partition numbers to 1,000,000 Step 9 Number line to 1,000,000 Step 10 Compare and order numbers to 100,000 Step 11 Compare and order numbers to 1,000,000	Year 5 | Autumn term | Block 3 – Multiplication and division A Step 9 Divide by 10, 100 and 1,000 Step 10 Multiples of 10, 100 and 1,000 **Fractions** Step 1 Find fractions equivalent to a unit fraction Step 2 Find fractions equivalent to a non-unit fraction Step 3 Recognise equivalent fractions Step 4 Convert improper fractions to mixed numbers Step 5 Convert mixed numbers to improper fractions Step 6 Compare fractions less than 1 Step 7 Order fractions less than 1 Step 8 Compare and order fractions greater than 1 Step 9 Add and subtract fractions with the same denominator Step 10 Add fractions within 1 Step 11 Add fractions with total greater than 1	Step 6 Find missing lengths in rectilinear shapes Step 7 Calculate perimeter of rectilinear shapes Step 8 Perimeter of regular polygons Step 9 Perimeter of polygons **Year 5:** **Multiplication & Division B** Step 1 Multiply up to a 4-digit number by a 1-digit number Step 2 Multiply a 2-digit number by a 2-digit number (area model) Step 3 Multiply a 2-digit number by a 2-digit number Step 4 Multiply a 3-digit number by a 2-digit number Step 5 Multiply a 4-digit number by a 2-digit number Step 6 Solve problems with multiplication Step 7 Short division	on a place value chart Step 10 Divide a 1- or 2-digit number by 100 **Year 5:** **Decimals and Percentages** Step 1 Decimals up to 2 decimal places Step 2 Equivalent fractions and decimals (tenths) Step 3 Equivalent fractions and decimals (hundredths) Step 4 Equivalent fractions and decimals Step 5 Thousandths as fractions Step 6 Thousandths as decimals Step 7 Thousandths on a place value chart Step 8 Order and compare decimals (same number of decimal places) Step 9 Order and compare any decimals with up to 3 decimal places Step 10 Round to the nearest whole number	Step 4 Measure angles up to 180° Step 5 Draw lines and angles accurately Step 6 Calculate angles around a point Step 7 Calculate angles on a straight line Step 8 Lengths and angles in shapes Step 9 Regular and irregular polygons Step 10 3-D shapes **Position & Direction** Step 1 Read and plot coordinates Step 2 Problem solving with coordinates Step 3 Translation Step 4 Translation with coordinates Step 5 Lines of symmetry Step 6 Reflection in horizontal and vertical lines **Decimals** Step 1 Use known facts to add and subtract decimals within 1 Step 2 Complements to 1	Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Convert between metric and imperial units Step 5 Convert units of time Step 6 Calculate with timetables **Volume** Step 1 Kilograms and kilometres Step 2 Millimetres and millilitres Step 3 Convert units of length Step 4 Convert between metric and imperial units Step 5 Convert units of time Step 6 Calculate with timetables

	Step 12 Round to the nearest 10, 100 or 1,000 Step 13 Round within 100,000 Step 14 Round within 1,000,000 **Addition & Subtraction** Step 1 Mental strategies Step 2 Add whole numbers with more than four digits Step 3 Subtract whole numbers with more than four digits Step 4 Round to check answers Step 5 Inverse operations (addition and subtraction) Step 6 Multi-step addition and subtraction problems Step 7 Compare calculations Step 8 Find missing numbers	Step 12 Add to a mixed number Step 13 Add two mixed numbers Step 14 Subtract fractions Step 15 Subtract from a mixed number Step 16 Subtract from a mixed number – breaking the whole Small steps Step 17 Subtract two mixed numbers	Step 8 Divide a 4-digit number by a 1-digit number Step 9 Divide with remainders Step 10 Efficient division Step 11 Solve problems with multiplication and division **Fractions B** Step 1 Multiply a unit fraction by an integer Step 2 Multiply a non-unit fraction by an integer Step 3 Multiply a mixed number by an integer Step 4 Calculate a fraction of a quantity Step 5 Fraction of an amount Step 6 Find the whole Step 7 Use fractions as operators	Step 11 Round to 1 decimal place Step 12 Understand percentages Step 13 Percentages as fractions Step 14 Percentages as decimals Step 15 Equivalent fractions, decimals and percentages **Perimeter & Area** Step 1 Perimeter of rectangles Step 2 Perimeter of rectilinear shapes Step 3 Perimeter of polygons Step 4 Area of rectangles Step 5 Area of compound shapes Step 6 Estimate area **Statistics** Step 1 Draw line graphs Step 2 Read and interpret line graphs Step 3 Read and interpret tables Step 4 Two-way tables Step 5 Read and interpret timetables	Step 3 Add and subtract decimals across 1 Step 4 Add decimals with the same number of decimal places Step 5 Subtract decimals with the same number of decimal places Step 6 Add decimals with different numbers of decimal places Step 7 Subtract decimals with different numbers of decimal places Step 8 Efficient strategies for adding and subtracting decimals Step 9 Decimal sequences Step 10 Multiply by 10, 100 and 1,000 Step 11 Divide by 10, 100 and 1,000 Step 12 Multiply and divide decimals – missing values	

Science	**<u>Living Things and their habitats</u>** Pupils should be taught to: • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • recognise that environments can change and that this can sometimes pose dangers to living things.	**<u>Animals – digestive, teeth, food chains</u>** • Pupils should be taught to: • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.	**<u>States of Matter</u>** Pupils should be taught to: • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation	**<u>Properties: changes in materials</u>** Pupils should be taught to: • 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 • 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,	Finish **Properties: changes in materials** And then do recap of science topics so far.	**<u>Sound</u>** • Pupils should be taught to: • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound

			with temperature.	including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.		source increases.

Computing	**123SOW Unit:** **KS2 Online Safety Comic** • Pupils should be able to understand what the rules are to keep you safe online • Pupils should be able to use software to present their ideas to explain some of the risks of being online and present the SMART rules in a fun way using a comic to suggest changes to behaviour are needed to keep you safe online • Pupils should be able to explain why these changes in behaviour are needed in a non-frightening way using engaging and appropriate images to support their key message	**123SOW Unit:** **KS2 Animation** • Create a stop-motion animation of a minimum of three minutes duration • (including titles) which could be based on a fiction or non-fiction text. To be eligible for entry into the 123ICT competition it should be your own work, not a commercially available text and must NOT include copyrighted characters or images. • Include suitable titles and audio in the form of a voice-over or narration.	**123SOW Unit:** **KS2 Scratch Quiz** • Program a simple quiz to ask questions using an output and give feedback on input answers • To use a range of outputs to give feedback to answers provided to questions • To ask more complex questions using randomisation for outputs and multiple choice inputs	**123SOW Unit:** **KS2 Scratch Game** • Program a controllable player sprite to collect objects • Add a score when a sprite collects objects using a variable. Include some basic instructions on how to play the game and a time limit so that the game has a natural ending. • Include background music, multiple levels and even a high-score table.

			• Include background music or music during the titles which could be composed using live instruments or using a program such as GarageBand (see Key Stage 2 GarageBand Music Challenge). The finished animation could also feature sound effects, extra visual effects and even subtitles.		
History					**<u>Early Civilisations</u>** The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of: The Shang Dynasty of Ancient China
Geography	**<u>South America</u>** Locational knowledge: locate the world's	**<u>North America</u>** Locational knowledge (name and locate places in the USA,	**<u>Exploring the UK</u>** Name and locate counties and cities of the	**<u>Our European Neighbours</u>** Locate the world's countries, using	

	countries using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. · Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a South American country. · Physical geography: climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography. · Human geography: settlement, land use, economic activity and the impact of human on physical geography. · Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate	key human and physical features and characteristics of the USA) · Place knowledge (understanding geographical similarities and differences between the UK, and the USA) · Physical geography (describe the distribution of different environments in the USA, understand how climatic conditions are different across the country) · Human geography (describe and understand the different types of human settlements in the USA and how different landscapes support human activity) · Geographical skills and fieldwork (use maps to locate states, cities, towns and key locations explored in the unit)	United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Use maps, atlases, globes and digital/computer mapping to locate countries and	maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied □ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use	

	countries and describe features studied.		describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Art & DT	**Rainforest decorations for classroom (leaves, flowers/plants, animals).** Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. **Rosenquist Pop Art artist study** (Chn to make their own modern popart through collaging, colour and shape).	**Day of the Dead - Felt Sugar Skull** • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion).	**LS Lowry artist study- creating work in style of the artist -Plan Bee** • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and	**European Food** • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	**Early Civilisations – Inventions** ***Link to History topic*** • Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).	**Shang Dynasty artefacts.** ***Link to History topic*** • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form.

	• Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). **Matisse artist study**- making collages/art forms through cut out shapes that represent the chns learning of the South America. Access art- https://www.accessart.org.uk/screenprinting-inspired-by-matisse/ and art book.	**Making Christmas biscuits and cakes** • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). **Native American Totem Pole Models** • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques.	tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists.			

French	**Core Vocabulary and phonetics:** **Les commandes de la classe (1 lesson)** **Les salutations: 1 lesson** **Les phonetiques (4 lessons)** **Les nombres (1 lesson)** Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	**Chez Moi** Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	**Je peux** Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.	**Boucle d'or et les trois ours** Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language.	**Au café** Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. Describe people, places, things and actions orally and in writing.	**Les Formes**

Music	**Charanga - Model Music Scheme** **Y4 – Spring 2** **Creating simple melodies together** *• Devise non-standard symbols to indicate when to play and rest.* *• Recognise the notes EGBDF and FACE on the musical stave.* *• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.* ***Cycle 1, Term 2, Glockenspiel level 2.***	**Charanga - Model Music Scheme** **Y4 – Summer 1** **Connecting notes** and feelings • *Compose and perform melodic songs.* *• Use sound to create abstract effects.* *• Create repeated patterns with a range of instruments.* *• Create accompaniments for tunes.* *• Use drones as accompaniments.* *• Choose, order, combine and control sounds to create an effect.* *• Use digital technologies to compose pieces of music.* ***Cycle 1, Term 2, Native American Music Study-Chn research then compose and perform music***	*• **Charanga - Model Music Scheme*** **Y4 – Summer 2** **Purpose, Identity and Expression in music** *Sing from memory with accurate pitch.* *• Sing in tune.* *• Maintain a simple part within a group.* *• Pronounce words within a song clearly.* *• Show control of voice.* *• Play notes on an instrument with care so that they are clear.* *• Perform with control and awareness of others.* ***Music/Singing Units: Adele***	**Charanga - Model Music Scheme** **Y5 – Spring 2** **Introducing chords** ***Using Keyboards on Ipads and Glockenspiels*** *• Recognise the notes EGBDF and FACE on the musical stave.*	**Charanga - Model Music Scheme** **Y5 – Summer 1** **Words, Meaning and Expression** *• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:* *• pitch* *• dynamics* *• tempo* *• timbre* *• texture* *• lyrics and melody* *• sense of occasion* *• expressive* *• solo* *• rounds* *• harmonies* *• accompaniments* *• drones* *• cyclic patterns* *• combination of musical elements* *• cultural context.*	***Music – School play*** *– singing and performance*

		inspired by Native American Music. • *Describe how lyrics often reflect the cultural context of music and have social meaning.*	***Make You feel My Love***			
RE	**Buddhism** ***Key question***: Is it possible for everyone to be happy?	**Christianity** ***Key question***: What is the most significant part of the nativity story for Christians today?	**Buddhism** ***Key question***: Can the Buddha's teachings make the world a better place?	**Christianity** ***Key question***: Is forgiveness always possible for Christians?	**Buddhism** ***Key question***: What is the best way for a Buddhist to lead a good life?	**Christianity** ***Key question***: Do people need to go to church to show they are Christians?
PSHE	**Being me** • I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. • I can explain how the actions of one person can affect another and can give examples of this from	**Celebrating Difference** • I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. • I can explain why racism and other forms of discrimination are unkind. • I can express how I feel about	**Dreams and Goals** • I can compare my hopes and dreams with those of young people from different cultures. • I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel	**Healthy Me** • I can explain different roles that food and substances can play in people's lives. • I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. • I can summarise different ways that I respect	**Relationships** • I can compare different types of friendships and the feelings associated with them. • I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. • I can apply strategies to	**Changing me** • I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. • I can also summarise the process of conception. • I can express how I feel about the changes that will happen to me during puberty. • I accept these changes might

	school and a wider community context.	discriminatory behaviour.		and value my body.	manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	happen at different times to my friends.