



# WILLOW WOOD PRIMARY SCHOOL

## Foundation Subjects

### Medium Term Planning and Assessment Guide

# YEAR 5

ART

COMPUTING

DESIGN TECHNOLOGY

FRENCH

GEOGRAPHY

HISTORY

MUSIC

PE

PSHE & RSE

RE

\*Statements in bold are taken directly from NC documents. Statements not in bold are skills we think are important for the topic.

**Key art skills to be taught across all topics and considered when making an assessment judgement include:**

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| <b>Aims</b>   |
| Produce creative work, exploring their ideas and recording their experiences.   |
| Become proficient in drawing, painting, sculpture and other art, craft and design techniques.                                   |
| To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.            |
| Evaluate and analyse creative works using the language of art, craft and design.  |
| Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms. |

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| <b>Portraits</b>   | <b>Children will:</b>  |
|  | <b>Create sketch books to record their observations and use them to review and revisit ideas.</b>  |
|  | <b>Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.</b>                 |
|  | <b>Learn about great artists, architects and designers in history.</b>   |
|  | Express views and opinions about their own work and that of other Renaissance artists particularly Holbein and Durer.                          |
|  | Make a collaborative textile work that conveys information about a famous character in Tudor times.  |
|  | Know how to draw a portrait using combined elements of colour, line and tone to create spatial depth and shape form. <b>(key skill – nose)</b> |
|  | Know how materials such as watercolours, crayon, charcoal and pencil can be used to create tonal variation.                                    |
|  | Understand that processes such as colour mixing can be used to produce different effects   |
| Understand style and features of artists such as Holbein, Advance, Durer and Michelangelo and Tudor craftsmen of 16 <sup>th</sup> Century. |  |

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| <b>Observational Drawing</b>   | <b>Children will:</b>  |
|  | <b>Create sketch books to record their observations and use them to review and revisit ideas.</b>                              |
|  | <b>Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.</b> |
|  | To examine the work of artists who have drawn flowers and identify the type of medium used.                                    |
|  | To use a range of sketching pencils and charcoal to create observational drawings of flowers                                   |
|  | To focus upon the use of line and tone.  |
|  | To develop and demonstrate critical awareness of their own and others' work.   |
|  | To use pencils to sketch outlines and fill using <b>shading techniques and create depth. (Key skills shading and depth)</b>    |
|  | Use ICT to create a piece of work in the style of floral artists.  |
| To include elements such as texture and line and tone in their own sketches. |  |

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| <b>Lowry</b> | <b>Children will: Q – How does the work of Lowry differ to other contemporary artists?</b>                                     |
|              | <b>Create sketch books to record their observations and use them to review and revisit ideas.</b>                              |
|              | <b>Improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials.</b> |
|              | <b>To know about great artists, architects and designers in history.</b>   |
|              | Make careful observations of the work of Lowry and understand what made it distinctive.  |
|              | Identify the iconic work of Lowry and use the internet to look around interactive galleries inc Laing Newcastle                |
|              | Producing paintings in the style of Lowry.   |
|              | To produce a painting of a famous person / object / mood etc in the style of Lowry.  |

| Term 1 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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| Term 2 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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| Term 3 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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**Key computing skills to be taught across all topics and considered when making an assessment judgement include:**

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| <b>Aims</b>   |
| Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.   |
| Analyse problems in computational terms and have repeated practical experience of writing computer programs in order to solve problems.   |
| Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.  |
| Are responsible, competent, confident and creative users of information and communication technology.   |
| Demonstrate digital literacy and be able to use and express themselves and develop their ideas through information and communication technology at a level suitable for the future workplace and as active participants of the digital world. |

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| <b>Searching The Web</b>  | <b>Term 1</b>   |
|   | <b>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</b> |
|   | <b>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b>  |
|   | Develop use of more advanced searching techniques e.g. searching for a phrase using quotation marks to locate precise information.  |
|   | Distinguish between fact and opinion and make informed choices about the sources of online information used to inform their work.   |
| Develop skills to question where web content might originate from and understand that this gives clues to authenticity and reliability e.g. by looking at web addresses, authors, contact us sections and linked pages. |   |

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| <b>Powerpoint</b>   | <b>Term 1</b>  |
|   | Develop and use criteria to evaluate design and layout for a range of resources including websites, on-line resources and presentations. |
|   | Develop the use of hyperlinks to produce more effective, interactive presentations.  |
|   | Develop consistency across a document, using the same styles of font, colour, size for headings, body text etc                           |
| Independently select, process and import images, video and sounds from a variety of sources to enhance presentations. |  |

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| <b>KODU</b>  | <b>Term 2</b>  |
|  | <b>Design, write and debug programmes that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</b>   |
|  | <b>Use sequence, selection and repetition in programs, work with variables and various forms of input and output.</b>  |
|  | <b>Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.</b>  |
|  | <b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b> |
|  | Devise, test and refine more effective control sequences incorporating conditional statements.   |
| Critically evaluate programs and say what they liked and what could be done to improve it. |  |

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| <b>Online Safety</b>  | <b>Term 2</b>   |
|   | <b>Use technology safely, respectfully and responsibly; recognise acceptable and unacceptable behaviour; identify a range of ways to report concerns about content and contact.</b> |
|   | Recognise that photos can be altered digitally, and consider the upsides and downsides of this practice.  |
|   | Discuss how photo alteration can distort our perceptions and affect our self-image.   |
|   | Analyse how advertising uses photo alteration to help sell products.  |
| Explain how photo alterations can both persuade and change people's point of views. |   |

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| <b>Garage Band</b>  | <b>Term 3</b>  |
|   | <b>Use sequence, selection and repetition in programs, work with variables and various forms of input and output.</b>  |
|   | <b>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</b> |
|   | Independently select, edit, manipulate and combine sound files from a range of sources to create a composition which could be broadcast for a specific purpose and audience e.g. a sound byte or podcast.  |
|   | Use ICT to produce music or sound effects for a specific purpose, considering the impact on the audience e.g. length, style or genre.  |
| Create own sounds and compositions to add to presentations, projects and films. |  |

| Term 1 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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**Key design and technology skills to be taught across all topics and considered when making an assessment judgement include:**

| Aims |  |
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|      | Use creativity and imagination to design and make products that solve real and relevant problems within a variety of contexts considering their own and other's needs, wants and values. |
|      | Draw on disciplines such as mathematics, science, engineering, computing and art.  |
|      | Learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.  |
|      | Develop a critical understanding of design and technology and its impact on daily life and the wider world.  |
|      | Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate effectively in an increasingly technological world.              |
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| <b>Tudor Court<br/>Jester / Sceptre</b> | Term 1  |
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|   | <b>Investigate and analyse a range of existing products.</b>  |
|   | <b>Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose.</b>   |
|   | <b>Generate, develop, model and communicate their ideas through discussion, annotated, sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</b> |
|   | <b>Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</b>  |
|   | <b>Select from and use a wider range of materials and components, including textiles according to their functional and aesthetic properties.</b>  |
|   | <b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</b>  |

| <b>Pop-Up Books</b>  | Term 3  |
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|  | Examined a variety of books with pop up or moving parts   |
|  | <b>Investigate and analyse a range of existing products.</b>  |
|  | <b>Understand how key events and individuals in design and technology have helped to shape the world.</b>   |
|  | Investigate books with pop-up or moving mechanisms and how they work.   |
|  | <b>Use research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose.</b>   |
|  | <b>Generate, develop, model and communicate their ideas through discussion, annotated, sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design.</b> |
|  | <b>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</b>   |
|  | <b>Select from and use a wider range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) accurately.</b>  |
|  | <b>Understand and use mechanical systems in their products (gears, cams, levers, linkages and pulleys)</b>  |
| <b>Select from and use a wider range of materials and components, including construction materials according to their functional and aesthetic properties.</b> |   |
|  | <b>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</b>  |

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| Term 3 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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| <b>Aims</b>   |
| Understand and respond to spoken and written language from a variety of authentic sources.  |
| Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions and continually improving the accuracy of their pronunciation and intonation. |
| Can write at varying length for different purposes and audience, using the variety of grammatical structures they have learnt.  |
| Discover and develop an appreciation of a range of writing in the language studied.   |

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| <b>Objectives</b>  |
| Listen attentively to spoken language and show understanding by joining in and responding.   |
| Explore the patterns and sounds of language through songs, rhymes and link to spelling, sound and meaning of words.  |
| Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.                               |
| 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.  |
| Read carefully and show understanding of words, phrases and simple writing.  |
| Appreciate stories, songs, poems and rhymes in the language.   |
| Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through a dictionary. |
| 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.   |
| Understand basic grammar appropriate to the language being studied, including feminine and masculine etc.  |

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| <b>Unit 5</b>                                | <b>Children will:</b>  |
|  | Know and use numbers 1-40  |
|  | Ask and tell the time on the hour orally.  |
|  | Teach punctuation through stories read in French.  |
|  | Practise reading and translating times on the hour.  |
|  | Recognise how analogue times on the hour are abbreviated in French egg 1h, 2h etc              |
|  | Begin to learn French verbs within the context of time.  |
|  | Learn French songs which contain time references.  |
|  | Link the times on the hour with the phrases du matin, de l'apres-midi, du soir etc.            |
|  | Practise reading and translating verbs in the context of atypical day.                         |
|  | Practise reading and translating French texts and encourage children to write their own texts. |
|  | Learn to play French games.  |
|  | Understand and use the numbers 41-60.  |
|  | Learn and use the verbs vite and fort.   |
|  | Understand numbers when spoken by a native speaker.  |
| Learn the months of the year.                |  |
| Give a birthday date on request.             |  |
| Lean how birthdays are celebrated in France. |  |

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|  | Wish someone a happy birthday in French.                                   |
|  | Write the date of their own birthday in French.                            |
|  | Write the date in French.  |
|  | Learn the words for the different seasons.                                 |
|  | Practise asking and answering questions about months, weather and seasons. |

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| <b>Unit 6</b>   | <b>Children will:</b>   |
|   | Revise countries surrounding France (French name and pronunciation) and their location.                 |
|   | Revise j'habite en...   |
|   | Learn in with countries as en or au.  |
|   | Link work on weather with work on countries.  |
|   | Learn the names, pronunciation and geographical location of the capital city, key rivers and mountains. |
|   | Learn the names and geographical locations of towns.  |
|   | Link work on weather with work on towns.  |
|   | Learn in with towns as á  |
|   | Learn about Paris.  |
|   | Say where they are going in French.   |
|   | Link work on weather with work on towns and countries.  |
|   | Learn the points of the compass.  |
|   | Describe the geographical locations of towns.   |
| Write 3 sentences about their home town.                        |   |
| Draw and write a postcard from a holiday destination in France. |   |

| Term 1 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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**Key Geography skills to be taught across all topics and considered when making an assessment judgement include:**

| Aims  |
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| Have curiosity and fascination about the world and its people.  |
| Have knowledge of diverse places, people, resources and natural and human processes.  |
| Deepen knowledge of the interaction between physical and human processes and of the formation and use of landscapes and environments.   |
| Develop contextual knowledge of the location of globally significant places- both terrestrial and marine – including the human and physical characteristics.  |
| Understand the processes that give rise to key physical and human geographical features of the world and understand how these are interdependent and how they bring about spatial variation and change over time. |
| Able to collect, analyse and communicate with a range of data gathered through the experience of fieldwork that deepen their understanding of geographical processes.   |
| Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems.  |
| Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.   |

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| <b>Carbon Footprint</b> | <b>Term 1 Q – What will be the impact on the worlds natural resources if we didn't follow the 4 R's?</b>   |
|                         | <b>Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</b>   |
|                         | <b>Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</b> |
|                         | List activities which harm the environment.  |
|                         | List ways in which we can help reduce the amount of energy we use.   |
|                         | List ways in which we can help reduce the amount of waste we produce.  |
|                         | List ways in which we can save water.  |
|                         | Say what will happen if we do not look after the world.  |
|                         | Label a diagram showing the process of global warming.   |
|                         | Design an eco friendly form of transport.  |
|                         | Name the four R's and know that they are important.  |
|                         | Explain what global warming is.  |
|                         | Explain why the four R's are important.  |
|                         | Know if an energy source is renewable or non-renewable.  |

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| <b>Compass Points and Maps</b>  | <b>Term 2 Q – Why was it important for explorers to be able to follow compass points?</b>   |
|   | <b>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</b>                |
|   | <b>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).</b> |
|   | <b>Use maps, atlases, globes and digital / computer mapping to locate countries and describe the features studied.</b>  |
|   | Use a selection of world maps to identify and locate the 7 continents and 5 oceans.   |
| Use atlases and maps to name and locate the seas around the United Kingdom. |   |

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|  | <b>Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordinance Survey Maps) to build their knowledge of the wider world.</b> |
|  | Use appropriate geographical vocabulary relating to map reading. e.g. scale, regions, continents etc.   |

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| <b>Hylton Castle past and present</b>  | <b>Term 3 Q – How has Hylton Castle changed over time and how does it impact on the city?</b>   |
|  | <b>Name and locate counties and cities of the 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.</b> |
|  | <b>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America.</b>   |
|  | <b>Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</b>  |
|  | <b>Describe and understand key aspects of: human geography including types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</b>  |
|  | <b>Use the 8 points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordinance Survey Maps) to build their knowledge of the wider world.</b>   |
|  | <b>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.</b>   |
|  | <b>Make a direct comparison between the past and present surrounding the castle including industry, housing, commerce etc.</b>  |
|  | <b>Suggest similarities and differences between the human and physical features of the castle in the past and present.</b>  |
|  | <b>Identify and classify the main land uses around Hylton Castle and describe how they have changed over time.</b>  |
|  | <b>Evaluate the quality of the environment and suggest possible improvements.</b>   |
| <b>Identify and explain different viewpoints that people hold about improving the local environment.</b> |   |

**WILLOW WOOD PRIMARY      FOUNDATION SUBJECTS ASSESSMENT      SUBJECT      GEOGRAPHY      YEAR 5**

| Term 1 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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**Key historical skills to be taught across all topics and considered when making an assessment judgement include:**

| Aims |   |
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|      | Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. |
|      | Note connections, contrasts and trends over time.   |
|      | Develop the appropriate use of historical terms.  |
|      | Devise historically valid questions about change, cause, similarity and difference and significance.  |
|      | Construct informed responses that involve thoughtful selection and organisation of relevant historical information.   |
|      | Understand how our knowledge of the past is constructed from a range of sources.  |

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| <b>Tudors</b>                                     | <b>Term 1 and 2 Q – What was Henry VIII’s impact on religion and the church in Tudor times?</b>  |
|   | Identify characteristics of rich and poor living in Tudor times and begin to understand where the Tudor period appears on a time line. |
|   | Understand main differences between homes of rich and poor Tudors.   |
|   | Identify the main characteristics of Henry VIII from portraits and written sources.  |
|   | Understand implications of Henry VIII’s divorce from Catherine Of Aragon and the subsequent changes in the church.                     |
|   | Use ICT based sources to find out about people and events in Tudor times.  |
|   | Investigate lives of sailors and aspects of sea life during the Tudor period considering different interpretations.                    |
|   | Know famous explorers and navigators of Tudor times and plot routes of major voyages.  |
|   | Recognise that there are different historical interpretations of people and events.  |
| Use evidence to make inferences about Tudor life. |  |

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| <b>Local History<br/>Hylton Castle</b>                       | <b>Term 3 Q – How has Hylton Castle changed over time?</b>  |
|  | <b>Study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b>                            |
|  | Identify buildings / industry / land use around Hylton Castle in Sunderland by examining secondary evidence such as photographs and documents.  |
|  | Collect historical information from secondary sources and field trips to Hylton Castle.   |
|  | Suggest similarities and differences between the past and present by studying changes to buildings, industry and land use around Hylton Castle. |
|  | To identify how and why Sunderland has developed over time.   |
|  | Present information to the class in oral, visual and written form.  |
| Speculate about future changes to Sunderland and the castle. |   |

| Term 1 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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| <b>Aims</b>  |
| Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.   |
| Learn to sing and use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. |
| Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.                                      |

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| <i>Listen and Appraise</i> | <b>5L1. Listen with attention to detail and recall sounds with increasing aural memory.</b>   |
|                            | <b>5L2. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b>        |
|                            | <b>5L3. Build on using correct musical language to suit the style of music they are learning about.</b>   |
|                            | <b>5L4. Develop an understanding of the history of music.</b>   |
|                            | <b>5L5. Listen with attention to detail and recall sounds with increasing aural memory.</b>   |
|                            | 5L6. Develop an understanding of the history and context of music.  |
|                            | 5L7. Use the correct musical language to discuss their feelings and emotions, likes / dislikes related to music.  |
|                            | 5L8. Begin to discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.  |
| <i>Singing</i>             | <b>5S1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b> |
|                            | 5S2. Understand the importance of warming up voices, good posture and projecting their voices.  |
|                            | 5S3. Sing songs and melodies musically.   |
|                            | 5S4. Have a greater understanding of melody and words and their importance.   |
|                            | 5S5. Sing together with confidence, melody and words which increase in difficulty.  |
|                            | 5S6. Sing in an ensemble producing a round sound, clear diction, control of pitch and begin to understand how two parts fit together.                                     |
| <i>Playing Instruments</i> | <b>5P1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b> |
|                            | <b>5P2. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b>  |
|                            | <b>5P3. Use and understand staff and other musical notations.</b>   |
|                            | 5P5. Choose parts according to ability and begin to play them musically.  |
|                            | 5P6. Continue to treat each instrument with respect and using the correct techniques to play them.  |
| <i>Composing</i>           | <b>5C1. Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b>  |
|                            | <b>5C2. Use and understand staff and other musical notations.</b>   |
|                            | 5C3. Record composition in any way appropriate.   |

**WILLOW WOOD PRIMARY      FOUNDATION SUBJECTS ASSESSMENT      SUBJECT      MUSIC      YEAR 5**

| Term 1 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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| Term 2 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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| Term 3 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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| <b>Aims</b>  |
| Develop competence to excel in a broad range of physical activities. |
| Are physically active for sustained periods of time.                 |
| Engage in competitive sports and activities.                         |
| Lead healthy, active lives.  |

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| <b>Games</b> | <b>Children will:</b>   |
|              | <b>Use running, jumping, throwing and catching in isolation and in combination.</b>   |
|              | <b>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (badminton, basketball, cricket, football, hockey, rounders and tennis).</b>  |
|              | Understand rules of a game. Perform basic skills sending, receiving and travelling, send, receive and intercept a ball with control & accuracy.   |
|              | Use a range of tactics in attack and defence.<br>Read game situations effectively and respond appropriately.<br>Pace themselves during challenges and competitions.<br>Organise and play a range of small-sided games. E.g. Hockey, netball, football, rugby rounder, basketball. |
|              | To mark opponents effectively and work comparatively in attack and defensive positions.<br>Develop basic skills for a range of net, striking/fielding and invasion type games.  |

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| <b>Gymnastics</b> | <b>Children will:</b>  |
|                   | Devise a simple sequence of actions. Shapes and balances. Repeat sequences successfully.   |
|                   | Understand the importance of warm up and cool down within exercise programmes  |
|                   | Devise Increasingly complex sequences of contrasting actions, shapes and dynamics.<br>Lead a group and prepare a sequence demonstrating clear movements and transfer smoothly from one movement to another.<br>Identify successful elements of a performance in dance, gym, games and athletics and suggest improvements for future performance. |
|                   | Perform increasingly more complex sequences incorporating changes of level, direction and speed.<br>Select appropriate actions, body shapes and balances from themes of balance and symmetry.  |

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| <b>Athletics</b> | <b>Children will:</b>  |
|                  | <b>Use running, jumping, throwing and catching in isolation and in combination.</b>  |
|                  | <b>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending (badminton, basketball, cricket, football, hockey, rounders and tennis).</b> |
|                  | <b>Develop flexibility, strength, technique, control and balance.</b>  |
|                  | Recognise there are different kinds of running   |
|                  | Learn how to throw a quoit like a discus   |
|                  | Throw with control, accuracy & efficiency  |
|                  | Practise different jumps showing power, control & consistency at take off & landing<br>Sustain pace over longer distances  |

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| <b>Swimming</b> | <b>On-Going</b>  |
|                 | <b>Swim competently, confidently and proficiently over a distance of at least 25 metres.</b>                       |
|                 | <b>Use a range of strokes effectively.</b><br><b>Perform safe self-rescue in different water-based situations.</b> |

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| Term 3 Below Age Related Expectation | At Age Related Expectation | Above Age Related Expectation |
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**Jigsaw - Being Me in My World – Autumn 1**

|                 |   |
|-----------------|---|
| <b>Lesson 1</b> | I can face new challenges positively and know how to set personal goals / I know how to use my Jigsaw Journal / I know what I value most about my school and can identify my hopes for this school year                   |
| <b>Lesson 2</b> | I understand my rights and responsibilities as a citizen of my country / I can empathise with people in this country whose lives are different to my own  |
| <b>Lesson 3</b> | I understand my rights and responsibilities as a citizen of my country and as a member of my school / I can empathise with people in this country whose lives are different to my own                                     |
| <b>Lesson 4</b> | I can make choices about my own behaviour because I understand how rewards and consequences feel / I understand that my actions affect me and others  |
| <b>Lesson 5</b> | I understand how an individual's behaviour can impact on a group / I can contribute to the group and understand how we can function as a whole  |
| <b>Lesson 6</b> | I understand how democracy and having a voice benefits the school community and know how to participate in this / I understand why our school community benefits from a Learning Charter and can help others to follow it |

**Jigsaw - Celebrating Difference– Autumn 2**

|                 |  |
|-----------------|--|
| <b>Lesson 1</b> | I understand that cultural differences sometimes cause conflict / I am aware of my own culture   |
| <b>Lesson 2</b> | I understand what racism is / I am aware of my attitude towards people from different races, cultures and ethnicities  |
| <b>Lesson 3</b> | I understand how rumour-spreading and name-calling can be bullying behaviours / I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one            |
| <b>Lesson 4</b> | I can explain the difference between direct and indirect types of bullying / I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied |
| <b>Lesson 5</b> | I can compare my life with people in the developing world / I can appreciate the value of happiness regardless of material wealth  |
| <b>Lesson 6</b> | I can understand a different culture from my own / I respect my own and other people's cultures  |

**RSE Autumn Term Lesson 1**

Explain the main physical and emotional changes that happen during puberty.

Ask questions about puberty with confidence.

**Jigsaw - Dreams and Goals– Spring 1**

|                 |  |
|-----------------|--|
| <b>Lesson 1</b> | I understand that I will need money to help me achieve some of my dreams / I can identify what I would like my life to be like when I am grown up  |
| <b>Lesson 2</b> | I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs / I appreciate the contributions made by people in different jobs   |
| <b>Lesson 3</b> | I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it / I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future                                   |
| <b>Lesson 4</b> | I can describe the dreams and goals of young people in a culture different to mine / I can reflect on how these relate to my own   |
| <b>Lesson 5</b> | I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other / I appreciate the similarities and differences in aspirations between myself and young people in a different culture |
| <b>Lesson 6</b> | I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship / I understand why I am motivated to make a positive contribution to supporting others   |

### Jigsaw – Relationships – Spring 2

|                 |  |
|-----------------|--|
| <b>Lesson 1</b> | I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities / I know how to keep building my own self-esteem  |
| <b>Lesson 2</b> | I understand that belonging to an online community can have positive and negative consequences / I can recognise when an online community feels unsafe or uncomfortable                                      |
| <b>Lesson 3</b> | I understand there are rights and responsibilities in an online community or social network / I can recognise when an online community is helpful or unhelpful to me   |
| <b>Lesson 4</b> | I know there are rights and responsibilities when playing a game online / I can recognise when an online game is becoming unhelpful or unsafe  |
| <b>Lesson 5</b> | I can recognise when I am spending too much time using devices (screen time) / I can identify things I can do to reduce screen time, so my health isn't affected   |
| <b>Lesson 6</b> | I can explain how to stay safe when using technology to communicate with my friends / I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others |

### RSE Spring Term Lesson 2

Understand how puberty affects the reproductive organs.

Describe what happens during menstruation and sperm production.

### Jigsaw - Healthy Me– Summer 2 (During Healthy Living Week)

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| <b>Lesson 1</b> | I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart / I can make an informed decision about whether or not I choose to smoke and know how to resist pressure                              |
| <b>Lesson 2</b> | I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart / I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure |
| <b>Lesson 3</b> | I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations / I know how to keep myself calm in emergencies   |
| <b>Lesson 4</b> | I understand how the media, social media and celebrity culture promotes certain body types / I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am          |
| <b>Lesson 5</b> | I can describe the different attitudes people have to food and how these can be affected by external influences / I respect and value my body  |
| <b>Lesson 6</b> | I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy / I am motivated to keep myself healthy and happy  |

### RSE Summer Term Lesson 3

Explain how to keep clean during puberty.

Explain how emotions / relationships change during puberty.

Know how to get help and support during puberty.

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## Term 1:

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| <b>What does it mean if Christians believe God is holy and loving?</b>  | <b>Q - What does it mean if Christians believe God is holy and loving?</b>   |
|   | Identify some different types of biblical texts, using technical terms accurately  |
|   | Explain connections between biblical texts and Christian ideas of God, using theological terms   |
|   | Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed |
|   | Show how Christians put their beliefs into practice in worship   |
| Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own |  |

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|---|---|
| <b>What does it mean to be a Muslim in Britain today?</b>   | <b>Q - What does it mean to be a Muslim in Britain today?</b>   |
|   | Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)              |
|   | Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet) |
|   | Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)   |
|   | Give evidence and examples to show how Muslims put their beliefs into practice in different ways  |
|   | Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Sunderland today  |
| Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims |   |
| Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views  |   |

## Term 2:

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|---|---|
| <b>Why do Christians believe Jesus is the Messiah?</b>  | <b>Q - Why do Christians believe Jesus is the Messiah?</b>  |
|   | Explain the place of Incarnation and Messiah within the 'big story' of the Bible  |
|   | Identify Gospel and prophecy texts, using technical terms   |
|   | Explain connections between biblical texts, Incarnation and Messiah, using theological terms                            |
|   | Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas |
|   | Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible                           |
| Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers |   |

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| <b>Why is the Torah so important to Jewish people?</b>  | <b>Q - Why is the Torah so important to Jewish people?</b>   |
|   | Identify and explain Jewish beliefs about God  |
|   | Give examples of some texts that say what God is like and explain how Jewish people interpret them     |
|   | Make clear connections between Jewish beliefs about the Torah and how they use and treat it            |
|   | Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) |
| Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) |  |

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|  | Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  |
|  | Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish |

**Term 3:**

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| <b>How do Christians decide how to live? 'What would Jesus do?'</b> | <b>Q - How do Christians decide how to live? 'What would Jesus do?'</b>  |
|   | Identify features of Gospel texts (for example, teachings, parable, narrative)   |
|   | Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts                    |
|   | Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives                              |
|   | Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives |
|   | Articulate their own responses to the issues studied, recognising different points of view.  |

|   |   |
|---|---|
| <b>What matters most to Humanists and Christians?</b> | <b>Q - What matters most to Humanists and Christians?</b>   |
|   | Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)  |
|   | Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') |
|   | Make clear connections between Christian and Humanist ideas about being good and how people live  |
|   | Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view   |
|   | Raise important questions and suggest answers about how and why people should be good   |
|   | Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views   |

- Purple – Make sense of belief**
- Red – Understanding the impact**
- Green – Making connections**

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