
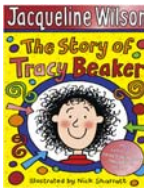

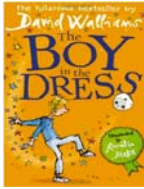






Writing Map		Reading Spine				
English	Theme	Maldon				
	Main Text	Aesop's Fables The Boy who cried Wolf				
	Story plot and focus	Character flaw Focus: Characterisation				
	Poetry Unit	Benjamin Zephania – The British				
	Non Fiction Unit	Explanation – life cycles link to science				
Mathematics	<ul style="list-style-type: none"> • Area and perimeter • Volume • Roman Numerals 					
Science	<p><u>Working Scientifically</u></p> <p>Links to the statutory programme of study:</p> <ul style="list-style-type: none"> • Can they plan different types of scientific enquiries to answer questions? • Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate? • Can they record data and results with increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs? • Can they report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations? • Can they identify scientific evidence that has been used to support or refute ideas or arguments? <p>Non-statutory notes & guidance:</p> <ul style="list-style-type: none"> • Can they research to find out about and compare the gestation periods of different animals? • Can they gather and present data to show how a baby grows and changes over time? <p><i>Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 5 those topics are: Earth and space & living things and their habitats.</i></p> <p><u>Animals including humans</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Can they describe the changes as humans develop to old age? • Create a time line to indicate stages of growth in certain animals, such as frogs and butterflies? • Describe the changes experienced in puberty? • Draw a timeline to indicate stages in the growth and development of humans? 					
History	No history					
Geography	<p><i>Possible starting point / stimulus:</i> <i>Postcards from Maldon</i> <i>A map showing Maldon</i></p> <p><u>Maldon</u></p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> • Map out land use • Find possible answers to their own questions • Make detailed sketches and plans; improving accuracy • Plan a journey to a place in another part of the world • Consider how the weather, climate, season & physical geography of the South East of England determine what would be appropriate/inappropriate to pack on a journey to Maldon. <p>Use the eight points of a compass</p> <ul style="list-style-type: none"> • Use Ordnance survey maps and four figure grid reference <p>Physical Geography</p> <ul style="list-style-type: none"> • Explain how a location fits into its wider location; with reference to physical features • Explain what a place might be like in the future 					

	<p>Human Geography</p> <ul style="list-style-type: none"> • Explain why people are attracted to live by the coast • Compare & contrast life in Canning Town with life in Maldon in terms of a variety of factors e.g. transport, housing, facilities & amenities etc • Identify the features that underpin those differences in terms of weather, climate & physical geography. • Compare a journey through Maldon with a journey through London – identify a preference along with reasons for that preference. • Identify ‘from a personal perspective’ how life would be different if re-locating to Maldon. • Explain how a location fits into its wider geographical location with reference to human and economical features (socio and ethnic features) • Explain what a place might be like in the future, taking account of the issues impacting on human features • Report on ways in which humans have both improved and damaged the environment <p>Geographical knowledge</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom on maps and atlases • Identify key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understand how some of these aspects have changed over time • Can they name & locate some of the UK’s major rivers?
e-safety	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a ‘nickname’ for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people’s pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate <p>Skills</p> <ul style="list-style-type: none"> •Do they follow the school’s safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information
Computing	<p><u>Computer Science/Information Technology:</u> Networks</p>
Religious Education	<p><u>What inner forces affect how we think and behave?</u></p> <ul style="list-style-type: none"> • When am I tempted? • Why did Adam and Eve disobey God? • Why did Jonah behave in the way he did? • What beliefs would I refuse to deny? • Why do I sometimes find it difficult to accept what I know to be true?
Physical Education	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Are they controlled when taking off and landing in a jump? • Can they throw with accuracy? • Can they combine running and jumping? • Can they follow specific rules? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they link skills, techniques and ideas and apply them accurately and appropriately?

	<ul style="list-style-type: none"> Do they show good control in their movement? <p>Evaluating and Improving</p> <ul style="list-style-type: none"> Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? <p>Health and Fitness</p> <ul style="list-style-type: none"> Can they explain some important principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important? <p>Sports Coach – Badminton</p> <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> Can they gain possession by working as part of a team? Can they use forehand and backhand with a racquet? Can they link skills, techniques and ideas and apply them accurately and appropriately? Do they show good control in their movement? <p>Evaluating and Improving</p> <ul style="list-style-type: none"> Can they compare and comment on skills, techniques and ideas that they and others have used? Can they use their observations to improve their work? <p>Health and Fitness</p> <ul style="list-style-type: none"> Can they explain some important principles when preparing for exercise? Can they explain what effect exercise has on their body? Can they explain why exercise is important?
Design and technology	No design and technology
Art	<p>Textiles</p> <p>Sketch books</p> <ul style="list-style-type: none"> Do they keep notes in their sketch books as to how they might develop their work further? Do they use their sketch books to compare and discuss ideas with others? <p>Painting</p> <ul style="list-style-type: none"> Can they create a range of moods in their paintings? Can they express their emotions accurately through their painting and sketches? <p>Textiles</p> <ul style="list-style-type: none"> Do they experiment with and combine materials and processes? Can they use textile skills as part of a project? <p>Knowledge</p> <ul style="list-style-type: none"> Can they use a wide range of techniques in their work? Can they create work which is open to interpretation by the audience? Do they look very carefully at the methods they use and make decisions about the effectiveness of their methods? Do they know about great artists and designers in history?
Music	<p>Composing</p> <ul style="list-style-type: none"> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria? Can they use their notations to record groups of pitches (chords)? Can they use a music diary to record aspects of the composition process? Can they choose the most appropriate tempo for a piece of music? <p>Challenging</p> <ul style="list-style-type: none"> <i>Do they understand the relation between pulse and syncopated patterns?</i> <i>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</i>
French	<p>Listening and responding</p> <ul style="list-style-type: none"> Do they listen and show understanding of more complex familiar phrases and sentences. Do they follow the text of familiar rhymes and songs identifying the meaning of words? <p>Speaking</p> <ul style="list-style-type: none"> Do they ask and answer more complex familiar questions with a scaffold of responses? Do they ask for clarification and help? Do they use familiar vocabulary to say more complex sentences using a language scaffold? Do they use a language scaffold to present information /descriptions in simple sentences using familiar /rehearsed language? <p>Reading and responding</p> <ul style="list-style-type: none"> Do they follow the simple text of a familiar song or story and sing or read aloud? Do they read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules? Do they read and show understanding of a complex sentence using familiar language? Do they use context/prior knowledge to determine the meaning? Do they use a bi-lingual dictionary to identify the word class? <p>Writing</p> <ul style="list-style-type: none"> Do they write and say a simple phrase to describe people, places, things and actions using a language scaffold? Do they write familiar complex sentences from memory with understandable accuracy?

PSHE	<p>e-safety lesson</p> <p><u>Changing Me(including sex education)</u></p> <p>Self and body image Can they understand that everyone is unique and special?</p> <p>Puberty for girls Can they express how they feel when change happens?</p> <p>Puberty for boys Can they understand and respect the changes that they see in themselves?</p> <p>Conception Can they understand and respect the changes that they see in other people?</p> <p>Looking ahead Do they know who to ask if they are worried about change?</p> <p>Looking ahead to Year 6 Are they looking forward to change?</p>
Enrichment	<ul style="list-style-type: none"> • Cultural/Refugee Week • Maldon field trip • PE Week • School nurse