

Year 5 Wider Curriculum Map

For each of the wider curriculum subjects we follow the National Curriculum (NC), however where there is no national guidance, such as in Religious Education (RE), we have chosen to follow the Barnet syllabus. Alongside this, we have also developed our own progression of skills in certain subjects, such as Art, Design and Technology (D&T) and Physical Education (PE), to avoid repetition of objectives and build on prior learning. These are written in italics, underneath the National Curriculum objectives.

Yellow highlighting shows the topics that we as a school have opted to study within the National Curriculum/Barnet guidance. Orange text shows where a PSHE objective is also covered in another subject.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science (NC)	<u>PROPERTIES OF MATERIALS</u> -To compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. -To understand that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. -To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	<u>EARTH AND SPACE</u> -To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. -To describe the movement of the Moon relative to the Earth. -To describe the Sun, Earth and Moon as approximately spherical bodies. -To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<u>FORCES</u> -To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. -To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. -To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<u>WORKING SCIENTIFICALLY</u> -To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. -To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. -To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter	<u>CHANGES OF STATE</u> -To demonstrate that dissolving, mixing and changes of state are reversible changes. -To 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.	<u>LIVING THINGS AND HABITATS (INC ANIMALS/HUMANS OBJECTIVE)</u> -To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. -To describe the life process of reproduction in some plants and animals. -To describe the changes as humans develop to old age (eg. How bones change as we age; how general health can suffer with age).

	<p>-To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>-To demonstrate that dissolving, mixing and changes of state are reversible changes.</p>			<p>graphs, bar and line graphs.</p> <p>-To use test results to make predictions to set up further comparative and fair tests.</p> <p>-To report and present findings from enquiries, including conclusions, in oral and written forms.</p>		
<p>Geography</p> <p>(NC)</p>			<p><u>WHAT IS IT LIKE TO LIKE IN A RAINFOREST?</u></p> <p>-Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America</p> <p><i>-Building on knowledge of world maps and climate zones to explain the complexity of Rainforest Biomes compared to the Antarctic (Year 2) and Desert (Y3) UK and Europe (Year</i></p>	<p><u>WHO NEEDS THE RAINFOREST MORE?</u></p> <p><i>Having built context in previous unit, pupils can describe deforestation process and effects on environment, climate and sustainability and people, including seeing more than one viewpoint.</i></p> <p><u>GEOGRAPHICAL SKILLS</u></p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-Use the eight points of a compass, four and six-figure grid references, symbols and key</p>		

			<p>4). <i>-Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</i></p> <p><u>GEOGRAPHICAL SKILLS</u></p> <p>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>-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.</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local</p>	<p>(including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>-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.</p>		
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			area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
History (NC)	<p><u>WHY DID THE ANGLO-SAXONS AND SCOTS WANT TO LIVE HERE?</u></p> <p>Britain's settlement by Anglo-Saxons and Scots</p> <p>To know and understand the history of these islands as a coherent and chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><i>-Using knowledge of topography and Chronology to make links with features of society and identify differences and similarities with other civilisations studied with reference to key concepts such as 'invasion' and 'empire'.</i></p> <p><u>HISTORICAL SKILLS</u></p> <p>-Develop a chronologically secure</p>	<p><u>WHY DID THE VIKINGS INVADE ANGLO-SAXON BRITAIN?</u></p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p> <p>To know and understand the history of these islands as a coherent and chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><i>-Using knowledge of topography and Chronology to make links with features of society and identify differences and similarities with other civilisations studied with reference to key concepts such as 'invasion' and 'empire'.</i></p> <p><u>HISTORICAL SKILLS</u></p>			<p><u>WHAT HAPPENED TO THE MAYA?</u></p> <p>A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Maya civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilizations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</p> <p><i>-Having built context in Rainforest in previous units, can compare with other ancient civilisations studied (Yr3+4).</i></p> <p><u>HISTORICAL SKILLS</u></p> <p>-Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>-Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>-Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and</p>	

	<p>knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>-Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>-Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p>	<p>-Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>-Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>-Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>-Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p>			<p>significance.</p> <p>-Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p> <p>-Understand how our knowledge of the past is constructed from a range of sources.</p>
Art (NC and skills progression)	<u>TEXTILES/COLLAGES</u> -To use a range of materials creatively to design and make products. -To develop a wide range of art and design techniques in		<u>3D FORM</u> -To create sketch books to record their observations and use them to review and revisit ideas.		<u>DRAWING/ PAINTING/ PRINTING</u> -To create sketch books to record their observations and use

	<p>using colour, pattern, texture, line, shape, form and space.</p> <p>-To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p><i>- Extend their work within a specified technique.</i></p> <p><i>- Use a range of media to create collage.</i></p> <p><i>Experiment with dying fabrics using tie-dye methods or natural dyes, beginning to use sewing skills to join textiles if comfortable. -Sew with straight stitches to create patterns and surface decorations.</i></p> <p><i>-Apply decoration such as beads, buttons, sequins, feathers etc. using sewing skills or glue</i></p> <p>* Siwa Mgobowa</p>		<p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>-To learn about great artists, architects and designers in history.</p> <p><i>- Describe the different qualities involved in modelling, sculpture and construction.</i></p> <p><i>- Use recycled, natural and man-made materials to create sculpture.</i></p> <p><i>- Plan a sculpture through drawing and other preparatory work.</i></p> <p><i>- Experience modelling with materials other than clay (eg. Tin foil, mud roc, recycled materials, paper, card).</i></p> <p><i>-Investigate ways to create texture with moulding techniques.</i></p> <p>*Alberto Giacometti</p>		<p>them to review and revisit ideas.</p> <p>-To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>-To learn about great artists, architects and designers in history.</p> <p><i>-Understand that there are a range of printing techniques (eg. block, screen, woodcut, lino, mono)</i></p> <p><i>-Create printing blocks and carve a relief print (carving into a printing block e.g. polystyrene, vegetables etc), applying more than one colour to block.</i></p> <p><i>-Apply experience of working into prints with a range of media as well as experience printing on fabric (eg. screen printing)</i></p> <p><i>-Refer to the positive and negative spaces of their print.</i></p> <p>*Andy Warhol</p>	
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<p>DT</p> <p>(NC)</p>		<p><u>STRUCTURES/MECHANICAL SYSTEMS/ELECTRICAL SYSTEMS/CAD</u></p> <p>-To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>-To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>-To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>-To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>-To investigate and analyse a range of existing products.</p> <p>-To evaluate their ideas and products against their own</p>		<p><u>STRUCTURES AND MATERIALS/ ELECTRICAL SYSTEMS/ CAD/COMPUTING</u></p> <p>-To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>-To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>-To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>-To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their</p>		<p><u>FOOD AND NUTRITION</u></p> <p>-To understand and apply the principles of a healthy and varied diet.</p> <p>-To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>-To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Make an inventive, healthy bread (could link into allergies)</p>
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		<p>design criteria and consider the views of others to improve their work.</p> <ul style="list-style-type: none"> -To understand how key events and individuals in design and technology have helped shape the world. -To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. -To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. -To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. -To apply their understanding of computing to program, monitor and control their products. <p>Using pulleys and electrical systems: Make a bird house</p>		<p>functional properties and aesthetic qualities.</p> <ul style="list-style-type: none"> -To investigate and analyse a range of existing products. -To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. -To understand how key events and individuals in design and technology have helped shape the world. -To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. -To understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. -To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. -To apply their understanding of computing to program, 		
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				monitor and control their products. Pulleys and electrical systems: Design and make a working model of an underground/ train ticket hall that is fully accessible for all users		
RE (Barnet Syllabus for Religious Education Nov 2018)	<u>RELIGION, FAMILY AND COMMUNITY (PLACES OF WORSHIP)</u> <u>(CHRISTIANITY, JUDAISM, HINDUISM, ISLAM, SIKHISM, BUDDHISM, HUMANISM/NON-RELIGIOUS EXPERIENCES)</u> -To understand that religion plays an important role in day-to-day life in Barnet and in the world. -To know that religious beliefs are expressed using a variety of forms and symbols. -To understand the links between faith and the key aspects of the places of worship . -To know the variety of activities that happen in places of worship.	<u>WORSHIP AND SYMBOLS/RELIGIOUS EXPRESSION</u> <u>(CHRISTIANITY, JUDAISM, HINDUISM, ISLAM, SIKHISM, BUDDHISM, HUMANISM/NON-RELIGIOUS EXPERIENCES)</u> -To understand the different ways that religious groups worship -To identify the symbols and artefacts used in worship -To understand some of the differences within and between religions in their approach to worship and its significance -To identify & understand the variety of symbols that different religions use to express meaning -To compare two different religious symbolic expressions & look for similarities & differences -Reflect on the importance of symbolism in the lives of worshippers	<u>BELIEFS AND QUESTIONS</u> <u>(CHRISTIANITY, JUDAISM, HINDUISM, ISLAM, SIKHISM, BUDDHISM, HUMANISM/NON-RELIGIOUS EXPERIENCES)</u> -To understand that all people have values and beliefs that inform their actions. -To understand the ways in which religious beliefs about God, the world and other people affect the ways in which people live their lives and the choices they make.			
PSHE (PSHE and Wellbeing Framework)	<u>Mental Health and Wellbeing</u> -To recognise that anyone can experience mental health difficulties or mental ill- health and that it is important to discuss feelings with one of your identified trusted adult. -To recognise warning signs about mental health and	<u>Healthy Lifestyles</u> -To learn about how their own lifestyle contributes to their health and that habits can have both a positive and negative effect on this. -To learn about what constitutes a healthy diet;	<u>Puberty</u> -To identify the external genitalia and internal reproductive organs in males and females. -To know that for some people gender identity does not correspond with their biological sex			

<p>for Primary Schools)</p>	<p>wellbeing and how to seek support for themselves and others. -To be able to challenge the stigma around mental health and wellbeing.</p> <p><u>Personal Safety</u> -To know about situations which could cause them personal risk. -To know that everyone has human rights, all peoples, all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child. <i>-To know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk (Suggested content, not statutory)</i> <i>-To know about the importance of keeping personal information private; how to manage requests for personal information or images of themselves and others online.</i> -To develop strategies for keeping physically and emotionally safe including road safety, safety in the environment and <i>safety online (including social media and the responsible use of ICT)</i> <i>-To know some basic facts about FGM in relation to the Rights of the Child and British law and know where to go to get help and support (Suggested content, not statutory)</i></p> <p><u>Self-Respect and Personal goals</u> -To recognise the importance of self-respect and how this affects our thoughts and feelings – everyone should be expected to be treated politely, kindly and with respect by others. -To know how to set goals and targets for themselves. <i>-To recognise and model respectful behaviour</i></p>	<p><i>benefits of eating nutritionally rich food and the risks of not eating a healthy diet including obesity and tooth decay.</i> -To know about the benefits of good quality sleep on our health including the effects of lack of sleep on the body, feelings, behavior and ability to learn. <i>-To be able to identify nutritional information on food and drink labels.</i> -To keep a weekly diary of their everyday habits relating to their health including food, exercise, sleep and screen time and develop a range of self-care techniques including relaxation.</p> <p><u>Friendships and coping with bullying</u> -To learn about what constitutes a positive healthy friendship (e.g. trust, kindness, shared interests etc.) and that the same principles apply to online friendships. -To know that friendships have ups and downs. -To the difference between ‘knowing someone online’ and ‘knowing someone face-to-face’ and the associated risks. -To learn about the impact of bullying and to recognise if/when they feel unsafe or uncomfortable within a friendship (online or offline). -To know what makes a good friend (on and offline). -To be able to talk about friendships with regards to ownership of feelings e.g. ‘I feel / I am’ rather than ‘you make me feel’. -To have strategies to resolve disputes in friendships.</p>	<p><i>(Suggested content, not statutory).</i> -To learn about the main physical and emotional changes during puberty (including key facts about the menstrual cycle, menstrual wellbeing, erections and wet dreams). -To learn about the importance of good personal hygiene during puberty. -To be able to describe what happens during menstruation and sperm production (physical and emotional changes). -To be able to explain how to keep clean during puberty. -To know who to go to for help and support during puberty.</p> <p><u>Drug education – legal and illegal drugs</u> -To learn about a range of legal (including alcohol, tobacco and energy drinks) and illegal drugs, their risks and effects. -To learn about different beliefs around drug use and drug users (using social norms e.g. very few young people smoke). -To learn strategies to resist drug use. -To understand some basic facts around risks, effects and the law of various legal and illegal drugs. -To be able to challenge myths about drug use and drug users. -To be able to demonstrate assertiveness skills to help resist peer pressure around drug use.</p> <p><u>Relationships</u> -To recognise that there are different types of relationships (friendships, family, romantic, online).</p>
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	<p>(including online).</p> <p>-To produce a personal plan with regards to their goals.</p> <p><u>Being Left Out</u></p> <p>-To learn about respecting differences and similarities between people and recognising what they have in common (e.g. physically, personality, background).</p> <p>-To know how it feels to be excluded or discriminated against.</p> <p>-To be able to identify similarities and differences between them and their peers.</p> <p><u>Stereotypes and Diversity</u></p> <p>-To know that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</p> <p>-To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others.</p> <p>-To understand the law in relation to the Equality Act (2010).</p> <p>-To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.</p> <p>-To have strategies to challenge these stereotypes.</p>		<p>-To know how to ask for support and from whom e.g. trusted adults who they have identified, if they have a friendship (on or offline) within which they feel unsafe or uncomfortable.</p> <p><u>Working together and aspirations</u></p> <p>-To know how they can work together to bring about change.</p> <p>-To learn about some of the skills, including enterprise skills, that will help them in their future careers e.g. teamwork, communication and negotiation.</p> <p>-To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns.</p> <p>-To work collaboratively towards shared goals to develop strategies to resolve disputes and conflict through negotiation.</p> <p><u>Media literacy and digital resilience</u></p> <p>-To know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results.</p> <p>-To know about some of the different ways information and data is shared and used online, including for commercial purposes.</p> <p>-To be able to talk about how to be a discerning user of the internet.</p>		<p>-To learn about change, including transitions loss, separation, divorce and bereavement.</p> <p>-To recognise shared characteristics of healthy family life – commitment, care, spending time together, support in times of difficulties.</p> <p>-To be aware of some of the problems and challenges families/parents can face.</p> <p><u>What makes a democracy?</u></p> <p>-To learn about how local democracy works.</p> <p>-To be able to identify the key elements of a democracy.</p> <p><u>Money</u></p> <p>-To know that some things are better value for money than others and that I can make comparisons between prices when deciding what is best value for money.</p> <p>-To know that people's spending decisions can affect others and the environment (e.g. Fairtrade, buying single-use plastics, or giving to charity).</p> <p>-To be able to discuss how making informed choices can help us make the most of our money.</p> <p>-To run a simple marketing project in teams.</p>	
Computing (Purple Mash)	Digital Literacy -To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to	Computer Science -To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve	Information Technology -To use search technologies effectively, appreciate how results are	Computer Science -To design, write and debug programs that accomplish specific goals, including controlling or simulating	Information Technology -To select, use and combine a variety of software (including internet services) on	Information Technology -To select, use and combine a variety of software (including internet services) on a

	<p>report concern about content and contact.</p> <p>-To 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.</p> <p><u>Computing skills</u></p> <p><i>-To have a secure knowledge of common online safety rules and can apply this by demonstrating the safe and respectful use of a few different technologies and online services.</i></p> <p><i>-To implicitly relate appropriate online behaviour to their right to personal privacy and mental wellbeing of themselves and others.</i></p> <p>Purple Mash Module: Unit 5.2 Online Safety</p>	<p>problems by decomposing them into smaller parts.</p> <p>-To use sequence, selection and repetition in programs; work with variables and various forms of input and output.</p> <p>-To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><u>Computing skills</u></p> <p><i>-To translate algorithms that include sequence, selection and repetition into code with increasing ease and their own designs show that they are thinking of how to accomplish the set task in code utilising such structures.</i></p> <p><i>-To combine sequence, selection and repetition with other coding structures to achieve their algorithm design.</i></p> <p><i>-To begin to think about their code structure in terms of the ability to debug and interpret the code later, e.g. the use of tabs to organise code and the naming of variables.</i></p> <p>Purple Mash Module: Unit 5.1 Coding using 2Code</p>	<p>selected and ranked, and be discerning in evaluating digital content.</p> <p><u>Computing skills</u></p> <p><i>-To understand the value of computer networks but are aware of the main dangers.</i></p> <p><i>-To recognise what personal information is and can explain how this can be kept safe. – To select the most appropriate form of online communications contingent on audience and digital content.</i></p> <p>Note: not on PurpleMash</p>	<p>physical systems; solve problems by decomposing them into smaller parts.</p> <p><u>Computing skills</u></p> <p><i>-To turn more complex real-life situations into algorithms for a program by deconstructing it into manageable parts.</i></p> <p><i>-To test and debug their programs as they go and use logical methods to identify the approximate cause of any bug but may need some support identifying the specific line of code.</i></p> <p>Purple Mash Module: Unit 5.5 Game Creator</p>	<p>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.</p> <p><u>Computing skills</u></p> <p><i>-To make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution.</i></p> <p><i>-To objectively review solutions from others.</i></p> <p><i>-To collaboratively create content and solutions using digital features within software such as collaborative mode.</i></p> <p><i>-To use several ways of sharing digital content.</i></p> <p>Purple Mash Module: Unit 5.6 3D Modelling</p>	<p>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.</p> <p><u>Computing skills</u></p> <p><i>-To make appropriate improvements to digital solutions based on feedback received and can confidently comment on the success of the solution.</i></p> <p><i>-To objectively review solutions from others. - To collaboratively create content and solutions using digital features within software such as collaborative mode.</i></p> <p><i>-To use several ways of sharing digital content.</i></p> <p>Purple Mash Module: Unit 5.3 Spreadsheets</p>
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PE (GM) (NC and skills progression)	<u>Invasion Games (Football)</u> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <i>-To be able to show basic control skills including sending and receiving the ball.</i> <i>-To send the ball with some accuracy to maintain possession and build attacking play.</i> <i>-To implement the basic rules of football.</i> <i>-To introduce some defensive skills.</i> <i>-To dribble in different directions using different parts of their feet.</i> <i>-To pass for distance.</i> <i>-To evaluate skills to aid improvement.</i>	<u>Invasion Games (Netball)</u> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <i>-To be able to perform basic netball skills such as passing and catching using recognized throws.</i> <i>-To use space effectively to build attacking play.</i> <i>-To implement the basic rules of netball.</i> <i>-To introduce high five netball positions.</i> <i>-To acquire and apply basic shooting techniques.</i> <i>-To demonstrate and implement some basic rules of high five.</i> <i>-To develop netball skill such as marking and footwork.</i>	<u>Gymnastics</u> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>-To create longer and more complex sequences and adapt performances.</i> <i>-To take the lead in a group when preparing a sequence.</i> <i>-To develop symmetry individually, as a pair and in a small group.</i> <i>-To compare performances and judge strengths and areas for improvement.</i> <i>-To select a component for improvement. For example—timing or flow.</i> <i>-To take responsibility in own warm up including remembering and repeating a variety of stretches.</i>	<u>Athletics</u> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. <i>-To use correct technique to run at speed.</i> <i>-To develop the ability to run for distance.</i> <i>-To throw with accuracy and power.</i> <i>-To identify and apply techniques of relay running.</i> <i>-To explore different footwork patterns.</i> <i>-To understand which technique is most effective when jumping for distance.</i> <i>-To learn how to use skills to improve the distance of a pull throw.</i> <i>-To demonstrate good techniques in a competitive situation.</i>	<u>Net Wall Games (Tennis)</u> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <i>-To identify and describe some rules of tennis.</i> <i>-To serve to begin a game.</i> <i>-To explore forehand hitting.</i> <i>-To explore different shots (forehand, backhand).</i> <i>-To work to return serve.</i> <i>-To know positions in game play.</i>	<u>Striking and Fielding Games (Cricket)</u> -To use running, jumping, throwing and catching in isolation and in combination. -To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <i>-To be able to adhere to some of the basic rules of cricket.</i> <i>-To develop a range of skills to use in isolation and in a competitive context.</i> <i>-To use basic skills with more consistency including striking a bowled ball.</i> <i>-To develop the range of Cricket skills they can apply in a competitive context.</i> <i>-To choose and use a range of simple tactics in isolation and in a game context.</i> <i>-To consolidate existing skills and apply with consistency.</i>
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			<ul style="list-style-type: none"> -To perform more complex actions, shapes and balances with consistency. -To use information given by others to improve performance. -To remember and repeat longer sequences with more difficult actions. 			
PE (CT) (NC and skills progression)	Fitness <ul style="list-style-type: none"> -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Gymnastics <ul style="list-style-type: none"> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To create longer and more complex sequences and adapt performances. -To take the lead in a group when preparing a sequence -To develop symmetry individually, as a pair and in a small group. -To compare performances and judge strengths and areas for improvement. -To select a component for improvement. For example— timing or flow. 	Dance <ul style="list-style-type: none"> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To perform different styles of dance fluently and clearly. -To refine & improve dances adapting them to include use of space rhythm & expression. -To work collaboratively in groups to compose simple dances. -To recognise and comment on dances 	Outdoor and Adventurous Activities <ul style="list-style-type: none"> -To take part in outdoor and adventurous activity challenges both individually and within a team. 	Athletics <ul style="list-style-type: none"> -To develop flexibility, strength, technique, control and balance. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To use correct technique to run at speed. -To develop the ability to run for distance. -To throw with accuracy and power. -To identify and apply techniques of relay running. -To explore different footwork patterns. 	Dance <ul style="list-style-type: none"> -To perform dances using a range of movement patterns. -To compare their performances with previous ones and demonstrate improvement to achieve their personal best. -To perform different styles of dance fluently and clearly. -To refine & improve dances adapting them to include use of space rhythm & expression. -To work collaboratively in groups to compose simple dances. -To recognise and comment on dances

		<ul style="list-style-type: none"> -To take responsibility in own warm up including remembering and repeating a variety of stretches. -To perform more complex actions, shapes and balances with consistency. -To use information given by others to improve performance. -To remember and repeat longer sequences with more difficult actions. 	suggesting ideas for improvement.		<ul style="list-style-type: none"> -To understand which technique is most effective when jumping for distance. -To learn how to use skills to improve the distance of a pull throw. -To demonstrate good techniques in a competitive situation. 	suggesting ideas for improvement.
Music (NC and skills progression)	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. 	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. -To appreciate and understand a wide range of high-quality 	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations. 	<ul style="list-style-type: none"> -To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. -To improvise and compose music for a range of purposes using the inter-related dimensions of music. -To listen with attention to detail and recall sounds with increasing aural memory. -To use and understand staff and other musical notations.

	<p>-To develop an understanding of the history of music.</p> <p>Singing: <i>a broad range of songs from an extended repertoire with a sense of ensemble and performance. 3 part rounds and layers. Rehearsal and performance.</i></p> <p>Musicianship: <i>triads, chords and chord progressions. Gradations of dynamics. Ternary, rondo, verse/chorus structures.</i></p> <p>Notation: <i>Reinforce and improve fluency reading treble clef melodies and chord diagrams. Time signatures (2,3,4/4)</i></p> <p>Composing with Chords</p>	<p>-To develop an understanding of the history of music.</p> <p>Singing: <i>a broad range of songs from an extended repertoire with a sense of ensemble and performance. 3 part rounds and layers. Rehearsal and performance.</i></p> <p>Musicianship: <i>triads, chords and chord progressions. Gradations of dynamics. Ternary, rondo, verse/chorus structures.</i></p> <p>Notation: <i>Reinforce and improve fluency reading treble clef melodies and chord diagrams. Time signatures (2,3,4/4)</i></p> <p>12 Bar Blues 1</p>	<p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p> <p>Singing: <i>a broad range of songs from an extended repertoire with a sense of ensemble and performance. 3 part rounds and layers. Rehearsal and performance.</i></p> <p>Musicianship: <i>triads, chords and chord progressions. Gradations of dynamics. Ternary, rondo, verse/chorus structures.</i></p> <p>Notation: <i>Reinforce and improve fluency reading treble clef melodies and chord diagrams. Time signatures (2,3,4/4)</i></p> <p>12 Bar Blues 2</p>	<p>live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p> <p>Singing: <i>a broad range of songs from an extended repertoire with a sense of ensemble and performance. 3 part rounds and layers. Rehearsal and performance.</i></p> <p>Musicianship: <i>triads, chords and chord progressions. Gradations of dynamics. Ternary, rondo, verse/chorus structures.</i></p> <p>Notation: <i>Reinforce and improve fluency reading treble clef melodies and chord diagrams. Time signatures (2,3,4/4)</i></p> <p>Barnet Schools Music Festival</p>	<p>other musical notations.</p> <p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p> <p>Singing: <i>a broad range of songs from an extended repertoire with a sense of ensemble and performance. 3 part rounds and layers. Rehearsal and performance.</i></p> <p>Musicianship: <i>triads, chords and chord progressions. Gradations of dynamics. Ternary, rondo, verse/chorus structures.</i></p> <p>Notation: <i>Reinforce and improve fluency reading treble clef melodies and chord diagrams. Time signatures (2,3,4/4)</i></p> <p>Barnet Schools Music Festival</p>	<p>-To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>-To develop an understanding of the history of music.</p> <p>Singing: <i>a broad range of songs from an extended repertoire with a sense of ensemble and performance. 3 part rounds and layers. Rehearsal and performance.</i></p> <p>Musicianship: <i>triads, chords and chord progressions. Gradations of dynamics. Ternary, rondo, verse/chorus structures.</i></p> <p>Notation: <i>Reinforce and improve fluency reading treble clef melodies and chord diagrams. Time signatures (2,3,4/4)</i></p> <p>Barnet Schools Music Festival</p>
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					Barnet Schools Music Festival	
MFL (NC and skills progression)	<ul style="list-style-type: none">-To listen attentively to spoken language and show understanding by joining in and responding. –To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.–To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.-To speak in sentences, using familiar vocabulary, phrases and basic language structures.-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.-To present ideas and information orally to a range of audiences.-To read carefully and show understanding of words, phrases and simple writing.-To appreciate stories, songs, poems and rhymes in the language.-To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.-To describe people, places, things and actions orally and in writing.-To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.	<ul style="list-style-type: none">-To listen attentively to spoken language and show understanding by joining in and responding.–To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.–To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.-To speak in sentences, using familiar vocabulary, phrases and basic language structures.-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.-To present ideas and information orally to a range of audiences.-To read carefully and show understanding of words, phrases and simple writing.-To appreciate stories, songs, poems and rhymes in the language.-To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.-To describe people, places, things and actions orally and in writing.-To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to	<ul style="list-style-type: none">-To listen attentively to spoken language and show understanding by joining in and responding.–To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.–To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.-To speak in sentences, using familiar vocabulary, phrases and basic language structures.-To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.-To present ideas and information orally to a range of audiences.-To read carefully and show understanding of words, phrases and simple writing.-To appreciate stories, songs, poems and rhymes in the language.-To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.-To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.-To describe people, places, things and actions orally and in writing.-To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter			

	<p><i>-To understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.</i></p> <p><i>-To join in with familiar short songs, rhymes or poems, or parts of them.</i></p> <p><i>-To write high frequency familiar words from his/her oral vocabulary when he/she hears them spoken slowly and clearly.</i></p> <p><i>-To use understandable spelling for high frequency familiar words from his/her oral vocabulary when he/she hears them spoken slowly and clearly.</i></p> <p><i>-To ask and answer simple questions on a few familiar themes.</i></p> <p><i>-To adapt model successfully to give own information, including simple questions, substituting individual words.</i></p> <p><i>-To use several short phrases and questions in predictable classroom interactions.</i></p>	<p>apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p><i>To produce some short phrases within a familiar topic, with good pronunciation.</i></p> <p><i>-To read short phrases accurately that contain mostly familiar language.</i></p> <p><i>-To understand familiar words and simple sentences.</i></p> <p><i>-To spot new words introduced into short sentences made up of familiar material and use the surrounding words to guess their meaning.</i></p> <p><i>-To use alphabetical order confidently.</i></p> <p><i>-To recognise and use the main dictionary codes for nouns and appreciate that there may be more than one entry for each word.</i></p>	<p>forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p> <p><i>-To write words, phrases and short simple sentences from his/her memory with understandable spelling.</i></p> <p><i>-To change a range of single elements in sentences to create new sentences.</i></p> <p><i>-To use the definite article with verbs of like/dislike.</i></p> <p><i>-To understand and use devices to make verb forms negative.</i></p> <p><i>-To show some consistency in the application of grammatical rules, understanding how sentence forms differ or are similar to English.</i></p> <p><i>-To use 1st, 2nd, 3rd persons of several regular verbs in the present tense (with support of a frame).</i></p> <p><i>-To create complex sentences (with support of a frame).</i></p>
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