Hill Top Academy

Year 5 Summer Scheme of Learning

	Living things and their habitats

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<u>Living things and their habitats</u> • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals <u>Animals, including humans</u>	• Know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments • Know that living things move, grow, consume nutrients and reproduce; that dead things use to do these things, but no longer do; and that things that never lived have never done these things. • Know that polar bears are an example of an animal adapted to its environment – thick fur for warmth and oily paw pads to ensure that they don't freeze to the ice. • Know that a trout is an example of fish, a frog is an example of an amphibian; a lizard is an example of a reptile; a robin is an example of a bird; a rabbit and a human are examples of a mammal • Know that herbivorous animals eats plants; a carnivorous animal eats other animals; omnivorous animals eat both animals and plants	**decay, energy, habitat, freezing** plant, structure, herbivore, carnivore, omnivore, microhabitat, environment, reproduction, vertebrate, kingdom, classification key, species, fungi, bacteria, climate change, characteristics, offspring, extinction, pollution

• describe the changes as humans develop to old age	• Know that a cat is an example of a carnivore; that a rabbit is an example of a herbivore; know that many humans are examples of omnivores (though not vegetarians) • Know that fish, amphibians, reptiles, birds and mammals are similar in that they have internal skeletons and organs; these are known as vertebrates, which means they are animals that have a backbone • Know that fish are different to other animals in having gills so that they can breathe underwater and have scaly skin • Know that amphibians are different to other animals in that they begin their lives with gills but then develop lungs and breath on land • Know that reptiles are different to other animals in that they breath air and have scaly skin • Know that birds are different to other animals in that they have feathers and wings • Know that mammals are different to other animals in that they have fur/hair and they feed milk to their young • Know a rose bush, grass, dandelion by sight • Know an ash tree, birch tree and conifer tree by sight • Know that animals can be grouped based on their physical characteristics (e.g. vertebrates and invertebrates) and based on their behavior (e.g. herbivores, carnivores and omnivores) • Know that living things are divided into kingdoms: the animal kingdom, plants, fungi, bacteria, and single-celled organisms • Know that a species is a group of living things have many similarities that can reproduce together produce offspring •	

	Knowledge Components	New Vocabulary
	• Know that science is a way to understand our world by carefully thinking about it and testing our guesses with observations and experiments • Know that living things move, grow, consume nutrients and reproduce; that dead things use to do these things, but no longer do; and that things that never lived have never done these things • Know that a trout is an example of fish, a frog is an example of an amphibian; a lizard is an example of a reptile; a robin is an example of a bird; a rabbit and a human are examples of a mammal • Know that fish, amphibians, reptiles, birds and mammals are similar in that they have internal skeletons and organs; these are known as vertebrates, which means they are animals that have a backbone • Know that fish are different to other animals in having gills so that they can breathe underwater and have scaly skin • Know that amphibians are different to other animals in that they begin their lives with gills but then develop lungs and breathe on land • Know that reptiles are different to other animals in that they breath air and have scaly skin • Know that birds are different to other animals in that they have feathers and wings • Know that mammals are different to other animals in that they have fur/hair and they feed milk to their young • Know that different parts of plants have one or more functions (jobs) • Know that roots collect water and minerals from the soil, and hold the plant firmly in the ground	life cycle, life span, embryo, womb, weaned, adolescence, metamorphosis, pupa, larva, chrysalis, caterpillar, tadpole, hatchling, fledgling, insect Reptiles Mammal

	• Know that the stem holds up the leaves so that they can gather light to make food and holds up the flowers so that they can receive pollen and disperse their fruits; the stem also transports water and minerals from the roots to the other parts of the plant • Know that the leaves make food by trapping light and using its energy to turn carbon dioxide and water into carbohydrates • Know that the function of a flower is reproduction, where flowers of the same kind exchange pollen – made by an anther – in a process called fertilisation, and a structure in the flower's ovary called an ovule becomes a seed; the ovary then becomes a fruit which helps the seed leave the plant in a process called dispersal • Know that the life cycle of a living thing is a series of stages of development starting with a fertilized egg in animals or a seed in many plants • Know that in most mammals (e.g. dogs) a fertilized egg develops in the womb into an embryo and is then born and fed on milk before it is weaned onto the food that is adapted to eat; it then develops to maturity in a period called adolescence after which it can reproduce and the cycle can begin again (see diagram below) • Know that in amphibians (e.g. frogs) a fertilized egg develops into an embryo and then hatches into a tadpole; the tadpole develops adult characteristics, metamorphoses into the adult form after which it can reproduce and the cycle can begin again (see diagram below) • Know that in many insects (e.g. butterflies) a fertilized egg develops into wingless feeding form called a larva (caterpillar); the larva feeds then later becomes a pupa (chrysalis) with a protective cocoon; inside this cocoon, the pupa metamorphoses into the adult butterfly after which it can reproduce and the cycle can begin again (see the diagram below) • Know that in birds (e.g. robins) a fertilized egg hatches in a nest (a hatchling) and is fed by its parents until it is ready to fly (i.e. becomes	

	a fledgling); it then leaves the nest and grows into an adult after which it can reproduce and the cycle can begin again (see diagram below) • Know that humans go through stages of development; they begin as fertilized eggs and then develop into embryos before developing into babies; once they are born, these newborn babies become infants (roughly 2 months to 2 years) then into young children (roughly 2-12 years old); children develop into adults during adolescence (roughly 12-16 years old) at which age they become physically capable of reproduction; as adults develop into old age (roughly 55+ years old) they experience changes in their body which require them to move more carefully and rest more frequently •	

The Great Barrier Reef

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. **Locational knowledge** locate the world's countries, using maps to focus on Europe		
	Knowledge Components	**New Vocabulary**
	Global warming focus on Australia I know that lines of latitude measure distance in degrees north or south of the equator. I know that lines of longitude are measured in degrees East or West of the line that runs through Greenwich (the Prime Meridian). I know that lines of longitude are furthest apart at the equator. I know this imaginary grid centred equator and poles enables people to define their location. I know the Tropic of Cancer is an imaginary line of latitude north of the equator. I know the Tropic of Capricorn is an imaginary line of latitude south of the equator. I know that the Tropic of Capricorn is the southernmost point of Earth where the sun's rays can be directly overhead at local noon. I know that the Tropic of Capricorn passes through Australia. I know the Tropic of Capricorn is an imaginary line of latitude. I know that Australia is located in Oceania I know that Australia is ----- the size of the U.K. I know that Australia is divided into territories. I know that Australia is in the Southern Hemisphere.	

(including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 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	I know that Australia has two different climates. I know that the Great Barrier Reef lies along the East Coast of Australia. I know that the Great Barrier Reef is in the Coral Sea. I know that is runs along the Queensland coast, from near the southern town of Bundaberg to up past Cape York. I know that coral reefs are found between 30 degrees North and 30 degrees South of the Equator. Global warming focus on Australia I know that approximately five million people visit the Great Barrier Reef each year. I know that in 2019, 22.3 thousand tourists visited Raja Ampat in Indonesia. I know that the Great Barrier reef is 2300km long. I know that the Raja Ampat reef is 230km long. I know that due to mass coral bleaching 50% of the Great Barrier reef is dead. I know that the Raja Ampat has 75% of the world's coral species. I know that the Raja Ampat is a Marine Protected Area. Global warming focus on Australia Economic I know that coral reefs attract tourists, who provide income for local people. I know that reef fish feed local populations. I know that tourism is the movement of people that it outside their usual environment for personal or business purposes. I know that Tourism is one of the major industries in the Great Barrier Reef region.	

Meridian and time zones (including day and night) Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America **Human and physical geography** describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including	I know that approximately five million people visit the Great Barrier Reef each year. I know that tourism of the area contributes approx. $5.4 billion a year to the Australian economy, and employs approximately 69,000 people. I know that increased tourism leads to increased pollution of an area, which can damage a coral reef as an ecosystem. I know that tourism can lead to coral bleaching. Global warming focus on Australia I know that a coral reef is a huge living formation. I know that coral reefs form in shallow depths of under 25m below the surface. I know that coral reefs need warm water between 20 – 28 degrees Celsius. I know that reefs grow faster in direct sunlight. I know a coral reef is an ecosystem. I know that coral reefs cover less than 0.1% of the world's ocean surface. I know that coral reefs are habitats for 25% of all marine species. I know that coral reefs protect coastlines from strong currents and tropical storms. I know that when stressed corals expel algae that live in them and become completely white. I know that this is called coral bleaching. I know that once corals are bleached, they die and no longer contribute to the coral community. I know that the Great Barrier reef is 2300km long. I know that the Raja Ampat reef is 230km long. I know that due to mass coral bleaching 50% of the Great Barrier reef is dead. I know that the Raja Ampat reef is the largest Global warming focus on Australia I know how to identify lines of latitude and longitude.	

energy, food, minerals and water **Geographical skills and fieldwork** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the 8 points of a compass, 4- and 6-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 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	I know how to identify the Tropic of Cancer and Tropic of Capricorn. I know how to design a survey to analyse our school's carbon footprint. <u>Global warming focus on Australia</u> I know that rising sea temperatures cause coral bleaching. I know that oceans absorb carbon dioxide which negatively impacts corals as they can't build skeletons to form reefs. I know that as water temperatures rise, marine species are forced to move south to cooler waters. This increases competition for food and shelter. I know that governments and conservation partners such as conservation international (CI), can protect marine areas. I know that global warming is the increase in the Earth's average temperature which is cause by the build-up of greenhouse gases in the atmosphere. I know that carbon dioxide and methane are greenhouse gases. I know that greenhouse gases form a layer around the Earth and trap heat radiating from the surface of the Earth stopping it from escaping into space. I know that increased greenhouse gases is a result of human activity.	

print

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
Pupils should be taught ➢ To create sketch books to record their observations and use them to review and revisit ideas ➢ To improve their mastery of art and design techniques, including	<u>Knowledge of Artists and Designers</u> • I know how to discuss and analyse the styles of artists, craft makers or designers and use this to inform my own work. • I know how to understand the historical and / or cultural significance of the work of a chosen artist / a <u>Evaluating and developing Ideas</u> • To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. • To express and explain, likes and dislikes through annotations. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. • Include in their drawing a range of technique and begin to understand why they best suit.	Fine, dull, patterned, crowded, flat, natural, opaque, translucent, focus Paper types, cartridge

drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] ➢ About great artists, architects and designers in history	• Begin to show awareness of representing texture, through the choice of marks and lines made. • Attempt to show reflections in a drawing.	
	Knowledge Components	**New Vocabulary**
	<u>Knowledge of Artists and Designers</u> • I can critically analyse the styles of artists, craft makers or designers and use this to inform my own work. • I understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation. <u>Evaluating and developing Ideas</u> • I know how to investigate a range of starting points for my work, and choose which idea to develop further. • I know how to record my thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of my ideas. • I know how to explain how my ideas are developing my ideas as I work, and use language appropriate to the chosen art form. • I know how to use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette. • I know how to use appropriate language when comparing ideas, methods and approaches in my own and others' work. • I know how to describe what I think and feel about my own and others' work and how this might influence my designs. • I know how to use my sketch book /'ideas journal' to evaluate and adapt my work as my ideas develop; make annotations in my books to show ongoing evaluations and how I might develop their work further. Drawing • I know how to work in a sustained and independent way to create a detailed drawing. • I know how to develop a key element of my work: line, tone, pattern, texture.	Comparison, contrast, media, study, experiences, imagination, properties, reflecting, distance, symbolic, subtle, complex, complimentary, contracting Dry media, wet media, mixed media, form Colour match, colour mix, complementary colours, contrasting colours, relief, resist, layers, repetition, inks, overlay

	• I know how to use different techniques for different purposes i.e. shading, hatching within their own work. • I know how to start to develop their own style using tonal contrast and mixed media. • I know how to begin to develop an awareness of composition, scale and proportion in their paintings. • I know how to use drawing techniques to work from a variety of sources including observation, photographs and digital images. • I know how to develop close observation skills using a variety of view finders. Printing • I know how to use tools in a safe way and continue to gain experience in overlaying colours. • I know how to start to overlay prints with other media. • I know how to show experience in a range of mono print techniques. Painting • Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. • Mix and match colours to create atmosphere and light effects. • Mix colour, shades and tones with confidence building on previous knowledge. • Start to develop their own style using tonal contrast and mixed media.	

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
<u>Design</u> ➢ 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 ➢ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <u>Make</u> ➢ Select from and use a wider range of tools and equipment to perform practical tasks [for example,	<u>Year 3 Workshop</u> • I know how to join materials effectively to build a product • I know how to use a range of techniques to shape and mould • I know how to use finishing techniques e.g. sanding, varnishing, glazing, etc • I know to work accurately to make cuts and holes <u>Year 4 Workshop</u> • I know how to measure accurately to build effective structures. • I know how to use a range of advanced techniques to shape and mould • I know how to experiment with a range of techniques to increase stability in a structure • I know how to use finishing techniques, showing an awareness of audience	shell structure, three-dimensional (3-D) shape, net, cube, cuboid, prism, vertex, edge, face, length, width, breadth, capacity, marking out, scoring, shaping, tabs, adhesives, joining, assemble, accuracy, material, stiff, strong, reduce, reuse, recycle, corrugating, ribbing, laminating, font, lettering, text, graphics, decision, evaluating, design brief design criteria, innovative, prototype
	Knowledge Components	**New Vocabulary**
	<u>Design - Developing, Planning and Communicating Ideas.</u>	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template,

cutting, shaping, joining and finishing], accurately ➢ 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 <u>Evaluate</u> ➢ Investigate and analyse a range of existing products ➢ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ➢ Understand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures	• I know how to survey their target audience and use this to generate ideas through brainstorming and identify a purpose for their product? • I know how to take a user's view into account when designing? • I know how to produce a detailed step-by-step plan for their design method? • I know how to suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome? <u>Textiles</u> • I know how to think what the user would want when choosing textiles? • I know how to explain how have they made their product attractive and strong? • I know how to make up a prototype first? <u>Evaluate - Evaluating Processes and Products</u> • I know how to continuously check that their design is effective and fit for purpose? • I know how to assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements? I know how to evaluate appearance and function against the original design criteria?	pattern pieces, name of textiles and fastenings used, pins, needles, thread, pinking shears, fastenings, iron transfer paper, design criteria, annotate, design decisions, functionality, innovation, authentic, user, purpose, evaluate, mock-up, prototype

	Make - Working with tools, equipment, materials and components to make quality products (inc food) • I know how to choose appropriate tools and materials to ensure that the final product will appeal to the audience? I know how to use a range of tools and equipment with good accuracy and effectiveness, within established safety parameters?	

Music Appreciation and Theory

Pupils will apply prior Music theory knowledge to rap music.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
	Year 4 Music Appreciation and Theory	

<u>Listening</u> ➢ The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music ➢ They are listening to, singing and playing. ➢ Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. ➢ These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles. <u>Improvise</u> ➢ Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.	I know how to perform significant parts from memory and notation, either on a musical instrument or vocally? I know how to read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)? Can they follow a basic melody line, using standard notation? Can they create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments? Can they sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture)? Can they compose and perform melodies using four or five notes? Can they combine sounds expressively (all dimensions) to create an accompaniment to a known song? Can they describe how a piece of music makes them feel, making an attempt to explain why? •	
	Knowledge Components	**New Vocabulary**
	• I know how to compose and perform melodies using five or more notes? • I know how to use ICT to organise musical ideas (where appropriate), combine all musical dimensions? • I know how to create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)? • I know how to maintain own part in a performance with confidence, accuracy and an awareness of what others are playing? • I know how to sing in a round or use harmony)? Can they perform from simple notation on tuned/untuned instruments? • I know how to read/ work out the musical stave (notes as Year 4)? • I know how pulse, rhythm and pitch fit together, improvising rhythm patterns?	

➢ Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). <u>Reading Notation</u> ➢ Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. ➢ Understand the differences between 2/4, 3/4 and 4/4 time signatures. ➢ Read and perform pitch notation within an octave (e.g. C–C'/do–do). ➢ Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.		

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
• Listen attentively to spoken language and show understanding by joining in and responding • Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • 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	•	See French Vocabulary Progression Document
		New Vocabulary
	• School Life Unit Summary: This 'School Life' unit will teach pupils key vocabulary related to objects, subjects and prepositional language. There is a Maths lesson which teaches the children the names of 2D shapes. Pupils will learn questions and answers which they would use at school. They will learn key phrases connected to the themes. KPI Coverage I can listen and respond to topic vocabulary I can answer questions orally using the topic vocabulary I can answer questions in writing using the topic vocabulary I can take part in a conversation with a partner and show it to an audience I can use the pronouns 'il' and 'elle' to replace a person's name I can use a comparative adverb. I can use the pronouns 'ils' and 'elles' to replace two people's names.	See French Vocabulary Progression Document

reading aloud or using familiar words and phrases* • Read carefully and show understanding of words, phrases and simple writing • Appreciate stories, songs, poems and rhymes in the language • Describe people, places, things and actions orally* and in writing		

Hockey	**Football**
Athletics	**Swimming**

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
	Knowledge Components	**New Vocabulary**
➢ Develop competence to excel in a broad range of physical activities ➢ Are physically active for sustained periods of tim ➢ Engage in competitive sports and activities ➢ Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions ➢ They should enjoy communicating, collaborating and competing with each other. ➢ They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success	I **know how to** can apply our knowledge of sprinting technique to start taking on a 'coaching' role I **know how to** explain/display the different stages of sprinting over increasing distances I **know how to** work collaboratively with others, providing support and feedback I **know how to** understand and can explain what we mean by 'endurance' * I **know how to** develop my endurance, running over increasing distances I **know how to** explain the benefits of running/cardio based activities for a healthy, active lifestyle I **know how to** explain what we mean by a 'transition' and why these are key in a relay race I **know how to** relay with increasing control, coordination and fluency as a team I **know how to start** to show leadership attributes through teamwork and supporting others	• Hips to lips • Reactions • Three point star • Endurance • Health • Resilience • Transition • Communication • Teamwork • Pull throw (javelin) • Push throw (shot putt) • Fling throw (discus) • Broad jump • Triple jump (Hop, skip and jump) • Personal best • Compete • Sportsmanship

➢ Use running, jumping, throwing and catching in isolation and in combination ➢ Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending ➢ Compare their performances with previous ones and demonstrate improvement to achieve their personal best ➢ ➢ ➢ <u>Swimming and Water Safety</u> ➢ Swim competently, confidently and proficiently over a distance of at least 25 metres ➢ Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ➢ Perform safe self-rescue in different water-based situations.	I **know how to** understand and can explain our different throwing techniques I **know how to** explore pull, push and fling throw techniques I **know how to** compete against myself and others, setting and beating a personal best I **know how to** understand and can explain our different jump techniques I **know how to** start to explore more complex jumping combinations for distance I **know how to** compete against myself and others, setting and beating a personal best I **know how to** combine a range of actions together to compete in different athletics events I **know how to** apply our throwing, jumping and running skills into competitive events I **know how to** display sportsmanship and fair play when competing against others <u>Swimming taught at Dearne Valley</u>	• Personal best/Resilience

How significant is it for Christians to believe God intended Jesus to die?

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
*	✓ I know describe some of the things Hindus do at home or at the temple during Diwali. ✓ I know how to retell the story behind the Diwali festival. ✓ I know to describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children r ✓ I know to describe some of the ways Hindus celebrate Diwali and start to understand which of these may bring belonging. ✓ I know to think of an action I could take to help a special group I belong to. I can design a symbol to show v for.	

	✓ I know how tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my symbol. ✓ I know to ask questions and give ideas about what matters most to believers in festivals	
	✓ I know how to describe ways in which I could demonstrate that I belong to special group, and explain how doing these things sense of belonging. ✓ I know how to suggest how and why religious festivals are valuable to many people.	
	✓ I know to empathise with what Hindus feel about Divali.	
	✓ I know to say why Divali might bring a sense of belonging to Hindus.	
	✓ I know how explain how I might feel if I celebrated Divali with a Hindu family	
	Knowledge Components	New Vocabulary

Year 5 Autumn 1	What is the best way for a Hindu to show commitment to God?	Comments
WORKING TOWARDS (Level 3)	I can express why showing commitment to something may be a good thing. I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.	
Year 5 expectation **WORKING AT** (Level 4)	I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God.	
WORKING BEYOND (Level 5)	I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Hindus to show their commitment to God and can describe different ways they choose to do this. I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.	

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
➢		
	Knowledge Components	New Vocabulary

Info Tech 1 True or False	Badges covered:
Children will evaluate websites for bias and validity. To combine text and images from different sources.	I can • I can find content from the world wide web using a web browser. • I can navigate the web and can carry out simple web searches to collect digital content. • I know what is acceptable and unacceptable behaviour when using technologies and online services.

Scheme of Work for Computing Key Stage 1 & 2 Page 64

Task:	Resources:
Discussion explaining what bias is and why it is relevant to the internet. Students look at the 4 webpages given in the resources section. They are asked to explain how they can tell that each of these resources are not biased. DO they think the sites are giving true information? Student then asked to create a document which is not true. How would they convince somebody that it is true?	http://allaboutexplorers.com/explorers/cabot/ http://resources.woodlands-juniorkent.schuk/homework/tudors/explorers.htm http://allaboutexplorers.com/explorers/drake/ http://www.thedogisland.com/ Chromebook, PC or Laptop

Jigsaw

Dreams and Goals	Healthy Me
Pupils will appreciate the learning and opportunities they are given and what they need to support them in achieving their goals and dreams.	Pupils begin to understand how to describe the different roles food and substances can impact on people's lives and can understand how body image pressures can be placed upon them.

National Curriculum	Pre-Requisite Knowledge	Retrieval Vocabulary
	Knowledge Components	New Vocabulary
	Healthy Me Dreams and Goals	