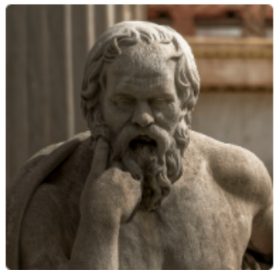
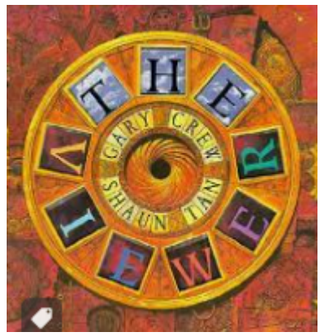
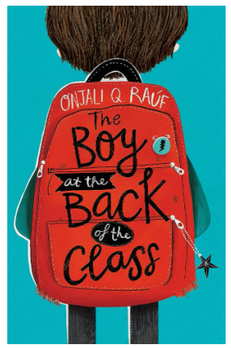
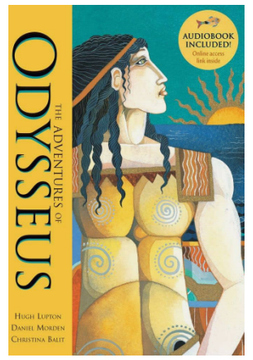
YEAR 5 CURRICULUM MAP

TERM	AUTUMN		SPRING		SUMMER	
LEADING TOPIC	 DYNAMIC DYNASTIES		 SOW, GROW AND FARM		 GROUNDBREAKING GREEKS	
Weeks per half term	7 weeks	7.5 weeks	6 weeks	5 weeks	6 weeks	7 weeks (+2 days)
GENRE	Picture book	Poetry Anthology	Non-Fiction (Culturally Diverse)	Dystopian novel in a series (this decade)	Myth- an epic tale (classic Stories)	Graphic Novel (classic Stories)
CORE TEXTS POWER OF READING	The Viewer 	Cosmic Disco 	They Boy at the Back of the Class 	The Journey 	The Adventures of Odysseus 	Tom's Midnight Garden 
READING	• reading books that are structured in different ways and reading for a range of purposes • Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves. • Identifying and discussing themes and conventions		• continuing to read and discuss an increasingly wide range of fiction • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books		• reading books that are structured in different ways and reading for a range of purposes • Reading aloud to children should include whole books so that they meet books and authors that they might not choose to read themselves.	

	in and across a wide range of writing • making comparisons within and across books • checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context		• identifying and discussing themes and conventions in and across a wide range of writing		• Identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books	
WRITING	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • assessing the effectiveness of their own and others' writing perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear		• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader		• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action assessing the effectiveness of their own and others' writing	
Grammar Punctuation and Spelling	Determiners Pronouns Adverbial Phrases and Fronted Adverbials Direct and Indirect Speech Prefixes de-, dis-, mis-	Concise and Expanded Noun Phrases Relative Pronouns Relative Clauses Suffixes -ate, -ise -ify	Recognising Parenthesis Using Parenthesis Recognising Commas Using Commas Prefixes re- and -over	Commas to clarify Recognising colons	Recognising Semi Colons Recognising Dashes Recognising Modal Verbs Using Modal Verbs	Recognising Adverbs of Possibility Using Adverbs of possibility Past Perfect Tense Future Perfect Tense
HUMANITIES	• Learn about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse		• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • 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.		• Conduct a local history study. • Learn about Ancient Greece – a study of Greek life and achievements and their influence on the western world. • Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. • Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'. • Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including	

	trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. • Gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	• Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. • In this geography project, children revisit land use in the United Kingdom, focusing on agricultural purposes. They begin by using local council websites to identify small agricultural plots (allotments) in their locality and draw conclusions about their locations. They visit a local allotment to find out what geographical features make a successful site. • They extend their **understanding of agricultural land** use by studying a map of the United Kingdom and using a key to identify the locations of different types of farming, such as arable, pastoral and mixed farming. • They find out how the influencing factors of **climate, topography and soil determine the type of farming**. Children revisit Ordnance Survey maps and use six-figure grid references to locate local and regional farms. • Children **carry out a detailed case study** of potato farming on the island of Jersey.	written narratives and analyses. • Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.In this history project, children study a comparative timeline, comparing British, world and Greek history. • They **compare and make connections between periods of world history**, studying civilisations contemporaneous with ancient Greece. • They explore an ancient Greek timeline in more depth and **learn about the characteristics of each different period.** • Children study Greek artefacts and consolidate their understanding of the terms '**primary source**' and '**secondary source**' and discuss the reliability of sources. • **Children use historical sources and artefacts to complete an enquiry** into the life of Alexander the Great, his significance, his achievements and his influence on the world, using primary and secondary picture sources and online research to gather evidence.
ART & DESIGN	TAOTIE: This project teaches children about the significance and art of the taotie motif, including ancient and contemporary casting methods. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. • Evaluate and analyse creative works using the language of art, craft and design. TINTS, TONES & SHADES: This project teaches children about colour theory by studying the colour wheel and exploring mixing tints, shades and tones. They learn about significant landscape artworks and features of landscapes before using this knowledge to create landscape paintings. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example,	NATURE'S ART: This project teaches children about the genre of land art. They work outdoors to sketch natural forms and explore the sculptural potential of natural materials before working collaboratively to create land art installations. • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. • Evaluate and analyse creative works using the language of art, craft and design. LINE, LIGHT & SHADOWS: This project teaches children about the visual qualities of line, light and shadow. They explore the work of Pablo Picasso and Rembrandt and are introduced to a range of shading techniques. They take black and white photographs and use pencil, pen and ink wash to reimagine their photographs in a	MIXED MEDIA: This project teaches children about paper crafts, papermaking and collage techniques, including paper, fabric, mixed media and photo collage. They use their learning to create a final piece of small-scale, mixed media collage. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. • Evaluate and analyse creative works using the language of art, craft and design. EXPRESSION: This project teaches children about the Expressionist art movement and the 'Father of Expressionism', Edvard Munch. They explore different ways to portray feelings and emotions in art to create an imaginative self-portrait. • Improve their mastery of art and design

	pencil, charcoal, paint, clay). • Evaluate and analyse creative works using the language of art, craft and design.	shaded drawing. • Create sketchbooks to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. • Evaluate and analyse creative works using the language of art, craft and design.	techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). • Learn about great artists, architects and designers in history. • Become proficient in drawing, painting, sculpture and other art, craft and design techniques. • Evaluate and analyse creative works using the language of art, craft and design.
SCIENCE	FORCES & MECHANISMS: This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • 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. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	HUMAN REPRODUCTION & AGEING; This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • 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. • Identify scientific evidence that has been used to support or refute ideas or arguments. • 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. • Describe the changes as humans develop to old age. • Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.	PROPERTIES & CHANGES OF MATERIALS: This project teaches children about the wider properties of materials and their uses. They learn about mixtures and how they can be separated using sieving, filtration and evaporation. They study reversible and irreversible changes, and use common indicators to identify irreversible changes. • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • Use test results to make predictions to set up further comparative and fair tests. • 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. • Identify scientific evidence that has been used to support or refute ideas or arguments. • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the

			formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. • Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
COMPUTING	**Unit 5.1 We are Game Developers** Pupils will learn to: create original artwork and sound for a game, design and create a computer program for a computer game, which uses sequence, selection, repetition and variables, detect and correct errors in their computer game, use iterative development techniques (making and testing a series of small changes) to improve their game. **Unit 5.2 We are Cryptographers** Pupils will learn to: be familiar with semaphore and Morse code, understand the need for private information to be encrypted, encrypt and decrypt messages in simple ciphers, appreciate the need to use complex passwords and to keep them secure, have some understanding of how encryption works on the Internet.	**Unit 5.3 We are Architects** Pupils will learn to:understand the work of architects, designers and engineers working in 3-D, develop familiarity with a simple CAD (computer-aided design) tool, develop spatial awareness by exploring and experimenting with a 3-D virtual environment, develop greater aesthetic awareness **Unit 5.4 We are Web Designers** Pupils will earn: the name and function of components making up the school's network, how information is passed between the components that make up the Internet, what the source code for a web page looks like, and how it can be edited, how a website can be structured, how to add content to a web page.	**Unit 5.5 We are Adventure Gamers** Pupils will learn to: how to plan a non-linear presentation, to create text as part of a presentation, to add and edit images in a presentation, to use hyperlinks for navigation between the slides of a presentation, to record and add audio narration to a presentation, to use commenting tools to give feedback on a presentation. **Unit 5.6 We are VR Designers** Pupils will learn to: explore real-world and imagined locations in VR (if possible), create 360° photosphere images, link physical objects to digital content using QR codes, create their own VR scene, program objects and interactions in VR.
MFL	**Phonetics lesson 3 (C)** Pupils will improve their French pronunciation and also be able to read with improved accuracy in French. **Do You Have A Pet? (I)** By the end of this unit we will be able to: Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences. **What is the Date? (I)** By the end of this unit we will be able to: Recall from memory the seven days of the week, the twelve months of the year and numbers 1-31 in French. Ask and answer what the date is in French. Ask and answer the question 'when is your birthday?' in French.	**The Weather (I)** By the end of this unit we will be able to: Recognise and recall the 9 weather expressions in French from memory. Ask what the weather is today and give a reply in French. Describe the weather in France, in French using a weather map with symbols **The Romans (I)** By the end of this unit we will be able to: Understand the key facts of the history of Ancient Rome in French. Say and spell the days of the week in French. Name some/all of the most famous Roman inventions in French. Write a diary of life as a rich and/or poor child in Roman times including the use of the negative form in French	**Habitats (P)** By the end of this unit we will be able to: Say and write the key elements animals and plants need to survive. Name the 5 most common types of habitats. Name an animal and a plant that live and grow in each type of habitat. Name an adaptation of each plant and animal mentioned in the unit. To look more closely at the verbs regular -er verbs habiter and pousser and in particular the 3rd person singular conjugation **The Weekend (P)** By the end of this unit we will be able to: Tell the time in French using quarter past, half past and quarter to. Say and write in French what we do at the weekend using two or more sentences. Integrate conjunctions and opinions into written and spoken work to make more interesting and extended sentences.
RE	GURU ARJAN GURPURAB, HOLI • Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals, which mark important points in life, in order to reflect on their significance. • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range	PASSOVER, RAMADAN and EID al FITR • Every person is unique, which means that there is only one of them. This is because each individual has their own culture, ethnicity, set of experiences, values, beliefs, qualities, skills and talents. • Describe how our differences make us unique and identify personal qualities, strengths, skills, achievements and individuality. • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	DHARMA DAY, PENTECOST • Discuss and apply our own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express our own ideas clearly in response • Describe and understand links between stories and other aspects of the communities we are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities • Discuss and present thoughtfully our own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of our own in different forms

	of sources of wisdom and to beliefs and teachings that arise from them in different communities. • Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives. • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.	• Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities. • Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and world views. • Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different	• Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in our lives • Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning. • Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their lives.
PE	• I can use my awareness of space and others to make good decisions. • I can understand ways (criteria) to judge performance. • I can change tactics, rules or tasks to make activities more fun or more challenging. • I can develop sequences that express my own ideas	• I help organise roles and responsibilities and can guide a small group through a task. • I cooperate well with others and give helpful feedback. • I can link actions together so that they flow. • I can perform a variety of movements and skills with good body tension.	• I can record and monitor how hard I am working. • I can explain how often and how long I should exercise to be healthy. • I can describe the basic fitness components. • I can persevere with a task and improve my performance through regular practice. • I cope well and react positively when things become difficult.
Health Education and Relationships Education	HEALTHY AND HAPPY FRIENDSHIPS Identity and peer pressure off- and online. Positive emotional health and wellbeing. SIMILARITIES AND DIFFERENCES Celebrating strengths,setting goals and keeping ourselves safe online.	CARING AND RESPONSIBILITY How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community. FAMILIES AND COMMITTED RELATIONSHIPS The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	HEALTHY BODIES, HEALTHY MINDS Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing. COPING WITH CHANGE How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
ONLINE SAFETY	SELF IMAGE: • I can explain how identity online can be copied/ modified or altered. • I can demonstrate how to make responsible choices about having an online identity, depending on context. ONLINE RELATIONSHIPS • I can give examples of technology – specific forms of communication (e.g. emojis, memes, gifs) • I can explain that there are some people I can communicate with online who may want to do me or my friends harm/ I can recognise this is not my/our fault. • I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups) • I can explain how someone can get help if they are having problems	Online reputation I can search for information about an individual online and summarise the information found. • I can describe ways that information about anyone online can be used by others to make judgements about an individual and why these may be incorrect. • I can explain the ways in which anyone can develop a positive online reputation • I can explain strategies anyone can use to protect the 'digital personality' and online reputation, including degrees of anonymity. Online Bullying I can recognise that online bullying can be different to bullying in the physical world and can describe some of those differences. • I can describe how what one person perceives as playful joking	Managing Information Online I can explain the benefits and limitations of using different types of search technologies e.g. voice-activated search engine. I can explain how some technology can limit the information I am presented with e.g. voice-activated only giving one search result. • I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be sceptical. • I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results. • I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence. • I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.

	and identify when to tell a trusted adult. • pport others (including Having difficulties) online.		and teasing (including banter) might be experienced by others as bullying • I can explain how anyone can get help if they are being bullied online and identify when to tell a trusted adult. • I can identify a range of ways to report concerns and access support both in school and at home about online bullying. • I can explain how to block abusive users • I can describe the helpline services which can help people experiencing bullying, and how to access them (e.g. Childline or The Mix)		• I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers) • I can explain what is meant by the term 'stereotype', how 'stereotypes' are amplified and reinforced online, and why accepting 'stereotypes' may influence how people think about others. • I can describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.	
MATHS	• Reasoning with large whole integers: Read, write, order and compare numbers up to one million • Round numbers within one million to the nearest multiple of powers of ten • Read Roman numerals up to M • Integer addition and subtraction: Use rounding to estimate • Use a range of mental calculation strategies to add and subtract integers • Illustrate and explain the written method of column addition and subtraction • Select efficient calculation strategies • Line graphs and timetables • Multiplication and division • Perimeter and area: Investigate area and perimeter of rectilinear shapes • Estimate area of non rectilinear shapes		• Fractions and Decimals: Read, write, order and compare decimals • Round decimals to the nearest whole number • Represent, identify, name, write, order and compare fractions (including improper and mixed numbers) • Calculate fractions of amounts • Angles: • Classify, compare and order angles • Measure a draw angles with a protractor • Understand and use angle facts to calculate missing angles • Fractions and percentages: • Add, subtract fractions with denominators that are multiples of the same number • Multiply fractions (and mixed numbers) by a whole number • Explore percentage, decimal, fractions equivalence • Transformations		• Converting units of measure: Convert between metric units of length, mass and capacity and units of time • Know and use approximate conversion between imperial and metric • Calculating with whole numbers and decimals: Mental strategies to add and subtract involving decimals • Formal written strategies to add, subtract and multiply involving decimals • Multiply and divide by 10, 100 and 1000 involving decimals • Derive multiplication facts involving decimals • 2-D and 3-D shape: Classify 2-D shapes and reason about regular and irregular polygons •Properties of diagonals of quadrilaterals •Classify 3-D shapes •2-D representations of 3-D shapes. • Volume: Use cube numbers and notation •Estimate volume •Convert units of volume • Problem Solving: Negative numbers and calculating intervals across zero •Calculating the mean •Interpret remainders •Investigate numbers: consecutive, palindromic, multiples	
MUSIC	Water Music: Exploring Melodic Shape Element Focus: Timbre and Dynamics, Pitch, Melody and Harmony	Weather and Seasons: Exploring Textures, Harmony and Baroque Music. Element Focus: Timbre and Dynamics, Pitch, Melody and Harmony, Texture.	Animal Crackers: Exploring Descriptive Music Element Focus: Timbre and Dynamics, Pitch.	Ancient Egypt: Exploring Dynamics, Texture and the Harmonic Minor Scale Element Focus: Rhythm, Timbre and Dynamics, Melody and Harmony, Texture.	Ancient Greece: Exploring Triple time, the Pentatonic Scale and the Leitmotif Element Focus: Rhythm, Timbre and Dynamics, Pitch, Structure and Form	Singing unit: TBC
TRIPS, VISITS & EXPERIENCES PLANNED						