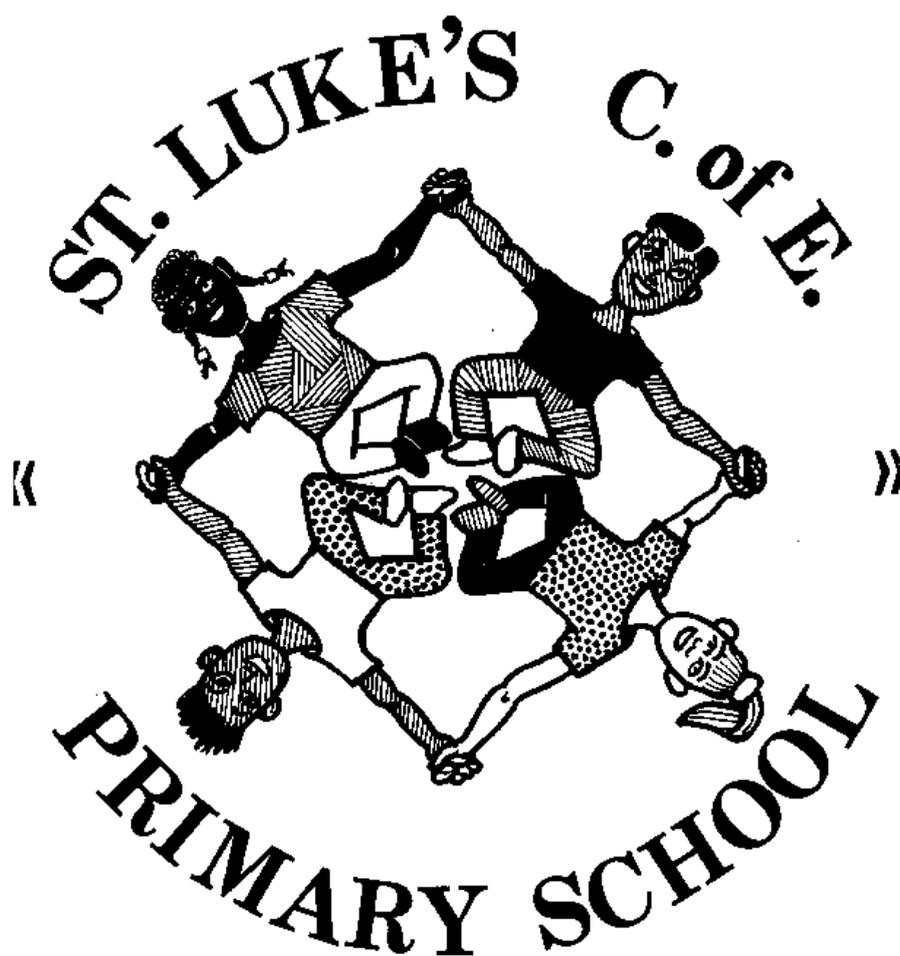


St Luke's CE Primary School



**Year 5 Curriculum
2023/24**

Aims of the school

- To provide a secure, happy and stimulating environment in which children will be well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self esteem to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self reliance and confidence.
- To provide a broad and balanced skill based curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect of their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of their own and other cultures. To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents/carers forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

We hope that parents will work towards the school's aims by:

- Ensuring their child attends school regularly and punctually.
- Avoiding term-time holidays wherever possible.
- Having due regard for the school's code of behaviour ensuring a supportive attitude.
- Supporting school policies.
- Contacting the school at the earliest opportunity to share information which may affect their child's learning or wellbeing.
- Participating in discussions concerning their child's progress and achievements.
- Understanding and being realistic about their child's abilities, offering encouragement and praise.
- Allowing and encouraging their child to become more self reliant as he/she progresses through school.
- Attending parents' information and consultation meetings.
- Encouraging and supporting children with out of school learning, especially reading and projects.

WHOLE SCHOOL FOCI

Across the school, the key foci will be:

- Communication and language – Development of vocabulary
- Communication and language – Speaking and listening (class assemblies, debate and performances)
- Reading Skills
- Reading for pleasure
- Phonics (EYFS, KS1 and Y3 catch-up groups, INA pupils)
- Handwriting
- Consolidation of the use of 'Big Questions' and lesson questions to structure all units of work

Year 3 is a transition year between KS1 and KS2 and we aim to support all children to become inquisitive, independent and resilient learners. We encourage to ask questions, to take pride in their work and to begin to develop their own academic interests. One key way in which children are enabled to grow is through our annual residential trip to Castleton in the Peak District. Not only is this a fun and enriching trip, and a key part of our school curriculum, but the night away from home helps to teach them about teamwork, being brave and developing some self-reliance.

MENTAL HEALTH AND WELLBEING

Alongside our Global Citizenship and Wellbeing curriculum, we will be ensuring that pupils receive daily opportunities to participate in Mental Health and Wellbeing activities.

Across the school, the key foci will be:

- Developing resilience
- Growth Mindset
- Mindfulness
- Recognising emotions
- Strategies for self-care and how to stay healthy
- Enrichment opportunities

EXTRA-CURRICULAR ACTIVITIES

There is a rich programme of extension activities provided by school, including visitors, events, celebrations and trips. Every child will go on regular enrichment trips.

Children can also participate in a variety of after school clubs throughout the year e.g. sports – multi skills, art club, football club, reading club, project club etc (a timetable will be available at the school office).

HOMEWORK

Homework is given to enable children to consolidate, extend and enrich their learning in school, and parents' support in encouraging positive attitudes towards work is greatly valued. The school seeks to maintain a balance between the amount of homework given, and the need for rest and leisure time when the amount of homework given, and the need for rest and leisure time when children can pursue other interests. In addition, homework provides children with opportunities for independent research. Your child will have a spelling list each week and there will also be regular mathematics homework to support learning in class.

REGULAR READING

At St Luke's, we believe that reading is the foundation of all learning and therefore must be held at the highest of importance. With that said, we ask you to ensure that your child reads at home with an adult on a daily basis and read for pleasure as regularly as possible. Hearing your child read and discussing the book with them will help to improve vocabulary and understanding.

Children may also borrow other books of their choice from the school or local libraries as we encourage children to read as widely as possible and we hope that you will discuss the books with your child and encourage him/her to sample a wide range of literature.

PROJECTS

All children throughout the school will be set projects to work on at home in order to extend their learning and help to develop independent learning skills. This is a fantastic opportunity for you and your child to work together to learn about a topic, expand the children's knowledge about the world, and use the skills they have learned in a purposeful way. The children will be able to develop their skills in English, Maths, Geography, Science, Art, ICT and across the wider curriculum. The main aims of our projects are:

- To develop research skills
- To become an independent learner
- To help prepare for High School with organising their time, focus and stamina
- To expand knowledge and understanding of the world in a flexible, fluid and creative way
- To encourage interests to widen and talents to shine

FEEDBACK

Children will be offered feedback for their learning in many ways including written, verbal, stickers, stamps and as a group. Research suggests that verbal feedback is a powerful tool to open dialogue and help to reinforce main class teaching / address misconceptions. As a school we have recently updated our Feedback policy and this is available to see via the school website in due course.

HOME LEARNING

Work will not usually be sent home for children who are ill. Children do not achieve well under stressful conditions and when the child regains full health and returns to school, a co-operative attitude between home and school can rectify matters more quickly than work sent home to a sick child. However, should you like to access any online learning, this can be done so via Class Dojo. If illness is prolonged, work can be sent home, and parents in these circumstances are requested to contact school in order to make the necessary arrangements.

Year 5 Curriculum

Yearly Overview of English and Maths Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Narrative Argument	Narrative Argument	Biography Description	Biography Description	Newspaper Report Recount Diary	Newspaper Report Recount Diary
Numeracy	Place Value Addition and subtraction	Multiplication and division Fractions	Multiplication and division Fractions	Decimals Perimeter and Area Statistics	Shape Position and direction Decimals	Negative Numbers Converting Units Volume

READING

At our school, we believe reading is the bedrock of all learning. Reading threads through every area of the curriculum and we are passionate about ensuring each child leaves our school as a confident, competent and capable reader, who is not only ready for the future ahead, but finds enjoyment and pleasure from reading, too.

Each Year group has three main priorities within reading that are always at the forefront of the schools' curriculum: comprehension, vocabulary and reading for pleasure. Children who are new to English will continue to have small group catch up phonics interventions as necessary throughout Year 5.

Teaching, Objectives and Examples of Activities

- Comprehension

Throughout the year, foci will include:

Daily Guided Reading
 Whole Class Reading
 Phonic Reading Comprehension
 Termly Benchmarking
 That will include
 -inference and deduction skills
 -specific strategies to decode and understand parts of a text
 -exploring author themes and meaning for a text
 -compare texts within the same genre and/or by the same author

<p>- Vocabulary</p>	<p>Throughout the year, foci will include:</p> <ul style="list-style-type: none"> -developing understanding and use of vocabulary -half-termly concept words designed to cross over each subject -dictionary Skills -understanding meanings -editing work to improve choices -thesaurus work - Year 5 spelling rules and function of word classes
<p>- Reading for pleasure</p>	<p>Throughout the year, foci will include:</p> <p>Library visits Book Challenges Class Text- Read daily Project Work (Reading being the theme for the first project of the year) Book Clubs Sharing Books Peer Reviews Performances Performing book-based plays</p>
<p>- Guided Reading</p>	<p>Regular Guided Reading sessions provide children with the opportunity to be taught and practise key reading skills, as well as gaining experience of a range of text genres.</p> <p>In all sessions, the 'St Luke's Rainbow Reading Skills' will be taught:</p> <ul style="list-style-type: none"> -Word reading (phonics and sight words) -Fluency -Text talk (genre analysis) - Reading for pleasure <p>Each session will also focus on at least one of the following reading skills:</p> <ul style="list-style-type: none"> - Vocabulary - Retrieval - Sequencing/Summarising - inference - Prediction - Commentary and comparisons - Authorial intent

Autumn 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Link Question	Can art express more than words?		Which are more powerful: rivers or volcanoes?	Does conflict always have negative consequences?							
Big Question	Are there hidden depths to surrealist art?	How can we build a moving toy that doesn't need batteries?	Which has had the bigger impact: humans on rivers or rivers on humans?	Why was winning the Battle of Britain so important?	How can coding simulate real life?	How would I describe myself in Spanish? ¿Cómo me describiría en español?	Livin' On A Prayer Rock What makes a song become a 'Stadium Anthem'?	Gymnastics: What is the best gymnastics sequence that I can create?	What does it mean to be fit?	Why do some people believe God exists?	What 'on earth' are forces?
Lesson Questions	<p>Lesson 1 - How did Salvador Dali's early life influence his style of art?</p> <p>Lesson 2 - What are my personal thoughts and feelings about Dali's artwork?</p> <p>Lesson 3 - What are the main features of surrealism?</p>	<p>Lesson 1 - Who would be a suitable recipient of a moving toy that doesn't require batteries?</p> <p>Lesson 2 - How do different toys move?</p> <p>Lesson 3 - How does a cam and follower mechanism create movement?</p>	<p>Lesson 1 - Why are most towns and cities located near rivers?</p> <p>Lesson 2 - What part do rivers play in the water cycle?</p> <p>Lesson 3 - How do the physical features of rivers change from source to mouth?</p>	<p>Lesson 1 - How did World War II start?</p> <p>Lesson 2 - What was the timeline of events leading up to July 1940?</p> <p>Lesson 3 - What was 'Operation Dynamo' and why was it so important?</p>	<p>Lesson 1 - How can code be made more efficient?</p> <p>Lesson 2 - How can code be used to create a simulation of a real-life sequence?</p> <p>Lesson 3 - How can decomposition and abstraction help us to improve our coding?</p> <p>Lesson 4 - What effect do friction and functions have within code?</p> <p>Lesson 5 - What different variable types can we use within code?</p>	<p>Lesson 1 - What are the main Spanish words associated with the body?</p> <p>Lesson 2 - How do I describe my hair and eyes?</p> <p>Lesson 3 - How should I apply my vocabulary and sentence structure knowledge to describe parts of the body?</p>	<p>Livin' on a prayer - Bon Jovi</p> <p>We will rock you - Queen</p> <p>Smoke on the water - Deep Purple</p>	<p>Lessons 1 and 2 - How can I perform symmetrical and asymmetrical balances?</p> <p>Lessons 3 and 4 - What are the different types of rolls I can use in my sequence?</p> <p>Lessons 5 and 6 - How can I use body tension when exploring inverted movements?</p>	<p>Lesson 1 - What can my body do?</p> <p>Lesson 2 - How do I choose the right pace for a running event?</p> <p>Lesson 3 - Why is strength important for fitness?</p> <p>Lesson 4 - What is coordination and how can I improve it?</p> <p>Lesson 5 - What does agility entail and when might agility be useful?</p> <p>Lesson 6 - How can I develop control when balancing?</p>	<p>Lesson 1 - How many people believe in God?</p> <p>Lesson 2 - What do Christians believe God is like?</p> <p>Lesson 3 - What are the reasons why some people don't believe in God?</p> <p>Lesson 4 - What are the benefits and challenges of believing in God?</p> <p>Lesson 5 - Do all Christians have the same beliefs about how the world began?</p>	<p>Lesson 1 - What are the effects of opposing forces in everyday life?</p> <p>Lesson 2 - What is the relationship between mass and weight?</p> <p>Lesson 3 - Which factors affect the speed at which objects fall?</p> <p>Lesson 4 - How have scientists influenced the way in which we understand forces?</p> <p>Lesson 5 - Why do we need to control certain variables?</p> <p>Lesson 6 - Could a mouse lift an elephant?</p>

Autumn 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	Are there hidden depths to surrealist art?	How can we build a moving toy that doesn't need batteries?	Which has had the bigger impact: humans on rivers or rivers on humans?	Why was winning the Battle of Britain so important?	How do spreadsheets help us to be more efficient? (Purple Mash)	How would I describe myself in Spanish? ¿Cómo me describiría en español?	Livin' On A Prayer Rock What makes a song become a 'Stadium Anthem'?	Dance: Can we create our own dance by chance?	How important is space in netball?	What does it mean to be a Muslim in Britain today?	Oops! Can I get that back? (Reversible and irreversible changes)
Lesson Questions	<p>Lesson 4 - What inspiration can I take from Dali to create my own surrealist hybrid?</p> <p>Lesson 5 - What other features of surrealism can I incorporate into my own artwork?</p>	<p>Lesson 4 - What designs can I draft that meet the design criteria?</p> <p>Lesson 5 - Which of my design ideas do I think will be most effective?</p> <p>Lesson 6 - How does a prototype help me to understand the movement patterns of different cams?</p>	<p>Lesson 4 - What can maps and aerial photographs show us about the changes along the course of a river?</p> <p>Lesson 5 - What impact do humans have on rivers?</p>	<p>Lesson 4 - What can sources teach us about Hitler's plans?</p> <p>Lesson 5 - How serious was the threat of invasion by the Nazis in 1940?</p> <p>Lesson 6 - What did Hitler need to do if an invasion was going to be successful?</p>	<p>Lesson 1 - How can formulae be used in a spreadsheet to convert measurements?</p> <p>Lesson 2 - What hypotheses could be tested using the count tool?</p> <p>Lesson 3 - How can spreadsheets be used to model a real-life problem?</p> <p>Lesson 4 - Can a spreadsheet work out your age?</p> <p>Lesson 5 - How can a spreadsheet help to solve real life problems?</p>	<p>Lesson 4 - How can I use the verb 'llevar' to describe what someone is wearing?</p> <p>Lesson 5 - Which Spanish words can help me describe my feelings??</p> <p>Lesson 6 - How do I explain what is wrong when I feel unwell?</p> <p>[Additional Unit: What can I say about myself? ¿Qué puedo decir sobre mí? See MFL Curriculum]</p>	<p>Rockin all over the world - Status Quo</p> <p>Johnny B. Goode - Chuck Berry</p> <p>I saw her standing there - The Beatles</p>	<p>Lesson 1 - How can I show quality and control when creating a dance with a random structure?</p> <p>Lesson 2 - Why is timing so important when performing with a partner?</p> <p>Lesson 3 - What effect does changing the dynamic have on my performance?</p> <p>Lesson 4 - What role do relationships play in a partner performance?</p> <p>Lesson 5 - How can I use space effectively?</p> <p>Lesson 6 - How can I use feedback to improve my final performance piece</p>	<p>Lesson 1 - How do we retain possession through passing and movement?</p> <p>Lesson 2 - How can I create and use space to support a teammate?</p> <p>Lesson 3 - How can I use agility to lose a defender?</p> <p>Lesson 4 - What defending skills should I develop to gain possession?</p> <p>Lesson 5 - How do I improve my shooting skills?</p> <p>Lesson 6 - How effectively can I apply what I have learnt to a game situation?</p>	<p>Lesson 1 - What are the values and challenges of following the Five Pillars of Islam?</p> <p>Lesson 2 - What can population data tell us about Muslims in Britain today?</p> <p>Lesson 3 - How important is the Holy Qur'an to Muslims?</p> <p>Lesson 4 - What other forms of guidance can Muslims turn to?</p> <p>Lesson 5 - How do the designs of mosques reflect the beliefs and practices of Muslims?</p>	<p>Lesson 1 - What are common tests for properties of materials?</p> <p>Lesson 2 - What are the everyday uses of conductors and insulators?</p> <p>Lesson 3 - Which materials are soluble in water?</p> <p>Lesson 4 - How can I separate a range of mixtures back into their original components?</p> <p>Lesson 5 - How can we tell if a change is reversible or irreversible?</p>

Spring 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question		How can we build a moving toy that doesn't need batteries?	Which has had the bigger impact: humans on rivers or rivers on humans?	Why was winning the Battle of Britain so important?	What goes into the making of a great game?	'Hey waiter!' How do I order food and drink in Spanish? ¡Oye, camarero! ¿Cómo pido comida y bebida en español?	Make You Feel My Love <u>Pop</u> Why are ballads so popular when they are often so sad?	Gymnastics: What skills do I need when creating a gymnastics sequence with a partner?	What is it important to balance speed, accuracy and control when playing hockey?	Is it better to express your religion through arts and architecture or in charity and generosity?	How do we know what is 'out of this world'?
Lesson Questions		<p>Lesson 7 - Which construction techniques will I develop when making my final product?</p> <p>Lesson 8 - Is my final product fit for purpose?</p>	<p>Lesson 6 - What is the geographical impact of damming rivers?</p> <p>Lesson 7 - What is the impact of climate change on areas at risk of flooding?</p>	<p>Lesson 7 - What can Churchill's speech tell us about the significance of the Battle of Britain?</p> <p>Lesson 8 - What factors contributed to Britain winning the Battle of Britain?</p> <p>Lesson 9 - Why is the Battle of Britain considered a crucial 'turning point' in British history?</p>	<p>Lesson 1 - What are the elements of a successful game?</p> <p>Lesson 2 - How do I ensure that my design fits my theme?</p> <p>Lesson 3 - What alterations do I need to make to maximise playability?</p> <p>Lesson 4 - What instructions must I provide to ensure others can play my game?</p> <p>Lesson 5 - Why is it important to evaluate our games?</p>	<p>Lesson 1 - What would you like to drink, Madam?</p> <p>Lesson 2 - What does this menu say?</p> <p>Lesson 3 - What would I like for breakfast?</p>	<p>Make you feel my love - Adele</p> <p>Make you feel my love - Bob Dylan</p> <p>So Amazing - Luther Vandross</p>	<p>Lessons 1 and 2 - How does travelling link actions in both canon and synchronisation?</p> <p>Lessons 3 and 4 - How important is timing when matching and mirroring my partner?</p> <p>Lessons 5 and 6 - What does a quality partner sequence look like?</p>	<p>Lesson 1 - How can I improve my dribbling skills?</p> <p>Lesson 2 - When should I pass and when should I dribble?</p> <p>Lesson 3 - What techniques are there for receiving the ball?</p> <p>Lesson 4 - Why is it important to move into space when attacking?</p> <p>Lesson 5 - Tackling: When is it more effective to jab and when is it better to block?</p> <p>Lesson 6 - How effectively can I apply honesty as well as my learnt skills within a game situation?</p>	<p>Lesson 1 - How is religion expressed through architecture?</p> <p>Lesson 2 - What are the similarities and differences between Muslim and Christian art?</p> <p>Lesson 3 - What do religions teach about charity?</p> <p>Lesson 4 - What work do religious charities do?</p> <p>Lesson 5 - Why might some people be critical of religious architecture?</p> <p>Lesson 6 - Which has the greatest impact: Art or charity?</p>	<p>Lesson 1 - What do I already know about space?</p> <p>Lesson 2 - What is in our solar system?</p> <p>Lesson 3 - Why don't we all float off into space?</p> <p>Lesson 4 - How can a scatter graph help us to identify causal relationships in data?</p> <p>Lesson 5 - What evidence is there to support the view that the Earth is spherical?</p> <p>Lesson 6 - How has our understanding of the solar system changed throughout history?</p>

Spring 2	Art	DT	Geography	History	ICT	MfL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	How can art be used to express identity and heritage?	How can musical instruments be cost effective and functional?	How do volcanoes affect the lives of people in Iceland?	"What Manchester does today, the rest of the world does tomorrow." What truth is there in Disraeli's famous quote?	What do we use databases for?	'Hey waiter!' How do I order food and drink in Spanish? ¡Oye, camarero! ¿Cómo pido comida y bebida en español?	Make You Feel My Love Pop Why are ballads so popular when they are often so sad?	Dodgeball: Why is 'honesty the best policy' in dodgeball?	How can I apply my attacking and defending skills to a new ball game? (Handball)	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	Could we survive without the sun?
Lesson Questions	Lesson 1 - What is identity? Lesson 2 - What can portraits tell us about a person?	Lesson 1 - What challenges are schools facing when teaching music? Lesson 2 - How does the structure of an instrument affect the sound it makes? Lesson 3 - Do culture and history affect the design of a musical instrument?	Lesson 1 - How does Iceland compare with other European countries? Lesson 2 - What are the key geographical features of Vestmannaeyjar?	Lesson 1 - What were the origins of Manchester? Lesson 2 - How has the population of Manchester changed since Roman times?	Lesson 1 - How do I search a database? Lesson 2 - How do I enter information into a database? Lesson 3 - What is a database field? Lesson 4 - Why is the wording of a question so important?	Lesson 4 - How can I express my food and drink preferences? Lesson 5 - Which Spanish adjectives can help me describe food and drink? Lesson 6 - How would I order from a pizza restaurant? [Additional Unit: What is my world like? ¿Cómo es mi mundo? See MfL Curriculum]	Hello - Lionel Richie The way you look tonight - Jerome Kern Love me tender - Elvis Presley	Lesson 1 - What aspects of the game require honesty? Lesson 2 - How can I hit a moving target? Lesson 3 - How can I avoid being hit? Lesson 4 - What is the best way to catch an opponent out? Lesson 5 - What tactics can I employ to win a match? Lesson 6 - How effectively can I referee a dodgeball match?	Lesson 1 - When should I use different types of pass in order to maintain possession? Lesson 2 - How can my movement create space and lose defenders? Lesson 3 - How can I stop an opponent from scoring? Lesson 4 - What are the different techniques for scoring goals? Lesson 5 - How can I improve my defensive skills? Lesson 6 - How effectively can I help my team to maintain possession under pressure?	Lesson 1 - How did Jesus teach? Lesson 2 - Why is love the most important message for most Christians? Lesson 3 - What were Jesus' teachings on generosity and greed? Lesson 3 - How do my own values compare to Christian ideas? Lesson 4 - How do Jesus' teachings affect the way Christians live today? Lesson 5 - How do Jesus' actions during Holy Week inspire Christians today?	Lesson 1 - How do we get day and night? Lesson 2 - Why do we have different time zones in the world? Lesson 3 - Why are the seasons different in the northern and southern hemispheres? Lesson 4 - Does the moon affect life on Earth? Lesson 5 - Why is Earth known as a 'Goldilocks Planet'?

Summer 1	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	How can art be used to express identity and heritage?	How can musical instruments be cost effective and functional?	How do volcanoes affect the lives of people in Iceland?	"What Manchester does today, the rest of the world does tomorrow." What truth is there in Disraeli's famous quote?	What are the practical applications of 3D modelling?	Could I survive a week at a Spanish-speaking school? ¿Podría sobrevivir una semana en una escuela de habla hispana?	Dancing in the Street <u>Motown</u> How did Motown songs get people 'dancing in the street'?	Tennis: What tactical awareness do I need to develop in order to outwit an opponent in tennis?	Why is decision making so important when playing rounders?	If God is everywhere, why go to a place of worship?	Why are bees so important?
Lesson Questions	Lesson 3 - How can I create a range of tonal and textural effects using different media Lesson 4 - What inspiration can I take from Mark Powell's artwork, to express my own identity and heritage? Lesson 5 - How can objects be used to express identity? (Camilla Catrambone)	Lesson 4 - How can I ensure that my musical instrument will be functional? Lesson 5 - Which aspects of my chosen culture can I include in my design? Lesson 6 - How can prototypes help us to refine our designs?	Lesson 3 - What causes volcanoes to erupt? Lesson 4 - Where are volcanoes found and why? Lesson 5 - What happened during the Eldfell eruption of 1973?	Lesson 3 - Why did Manchester grow from a small Roman fort to a global metropolis? Lesson 4 - Was the industrial revolution?	Lesson 1 - How do I explore different viewpoints when using a 3D modelling program. Lesson 2 - What effects can be achieved by moving points on a 3D model? Lesson 3 - How do I design a 3D model for a specific purpose? Lesson 4 - What is the difference between 2D and 3D printing?	Lesson 1 - What are some of the key prepositions that I need to know? Lesson 2 - What are the names of some important pieces of school equipment? Lesson 3 - What are my favourite (and least favourite!) subjects?	Dancing in the street - Martha and the Vandellas I can't help myself (sugar pie honey bunch) - The Four Tops I heard it through the grapevine - Marvin Gaye	Lesson 1 - How can I return the ball using a forehand stroke? Lesson 2 - Which technique works best when returning using the backhand stroke? Lesson 3 - How can I successfully build a rally with a partner? Lesson 4 - What are the rules of serving? Lesson 5 - In what situation would a volley work best? Lesson 6 - How can I choose the correct stroke to outwit my opponent?	Lesson 1 - What is the role of the bowler? Lesson 2 - How can I develop my batting technique? Lesson 3 - What are my options when trying to stump a batter out? Lesson 4 - What are the key skills needed when fielding? Lesson 5 - How can I make quick decisions in a match situation? Lesson 6 - Why are rules vital in a rounders tournament?	Lesson 1 - What is a place of worship? What is it for? Lesson 2 - What makes a Christian place of worship? Lesson 3 - What are the similarities and differences between worshipping at home and worshipping at the Mandir for Hindus? Lesson 4 - Are all synagogues the same? Lesson 5 - Are people more important than the place?	Lesson 1 - What is the ultimate goal of all living things? Lesson 2 - How do plants reproduce? Lesson 3 - What is the most effective way for plants to reproduce? Lesson 4 - What did Eva Crane find out about the life cycle of bees? Lesson 5 - What can Eva Crane's research teach us about the impact of the decline of bee populations?

Summer 2	Art	DT	Geography	History	ICT	MFL	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question		How can musical instruments be cost effective and functional?	How do volcanoes affect the lives of people in Iceland?	"What Manchester does today, the rest of the world does tomorrow." What truth is there in Disraeli's famous quote?	How can word processing software help bring our writing to life? (MS Word)	Could I survive a week at a Spanish-speaking school? ¿Podría sobrevivir una semana en una escuela de habla hispana?	Dancing in the Street <u>Motown</u> How did Motown songs get people 'dancing in the street'?	Dance: What makes a good dance performance?	What will I need to do to improve my personal best?	Green Religion - How and why should religious communities do more to care for the Earth?	Is the 'circle of life' the same for all animals?
Lesson Questions		Lesson 7 - How can I translate my design into a final product? Lesson 8 - Does my musical instrument meet the design criteria?	Lesson 6 - How were the people of Hiemaey affected when Eldfell erupted? Lesson 7 - Why do people choose to live in areas of volcanic activity?	Lesson 5 - Was the industrial revolution a good thing? Lesson 6 - What struggles have Mancunians overcome? Lesson 7 - What does Manchester lead the world in today?	Lesson 1 - Why is it important to know how to type in our modern-day world? Lesson 2 - In what ways can text be edited in MS Word? Lesson 3 - How do we insert and edit images in MS Word? Lesson 4 - What features can we add to a document to enhance its look and usability?	Lesson 4 - What's it like to do Maths in Spanish? Lesson 5 - Do I have permission to _____? Lesson 6 - Where has my pencil case gone?! [Additional Unit: What can I tell you about my past? ¿Qué puedo contarte de mi pasado? See MFL Curriculum]	Ain't no mountain high enough - Marvin Gaye & Tammi Terrell You are the sunshine of my life - Stevie Wonder Tracks of my tears - Smoky Robinson	Lesson 1 - How is structure used in a group dance performance? Lesson 2 - What is choreography and why is it so important? Lesson 3 - Why does timing play such a vital role? Lesson 4 - How can I create fluid actions and movement? Lesson 5 - How can I select and combine dance tools when performing? Lesson 6 - Why is communication key in a group performance?	Lesson 1 - What is my current personal best? Lesson 2 - How can I adjust my pace and technique to suit different running events? Lesson 3 - Can we improve our team PB through improving relay handovers? Lesson 4 - How can I improve coordination and technique when jumping? Lesson 5 - What do I need to do to throw further? Lesson 6 - How effectively can I put my skills and technique into action to improve my personal bests?	Lesson 1 - What challenges is the earth facing? (Case study: Greta Thunberg) Lesson 2 - Do religions care about the environment? Lesson 3 - What do different religions teach about the environment? Lesson 4 - What religious environmental projects are happening at the moment? Lesson 5 - What could religious communities do in order to be greener?	Lesson 1 - What are the stages in the mammalian life cycle? Lesson 2 - What physical changes do humans experience before birth? Lesson 3 - How do human bodies change during puberty? Lesson 4 - What similarities and differences are there between human and other animal life cycles?