

Design Technology	
Design	<ul style="list-style-type: none"> 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 and <u>computer-aided design</u>
Make	<ul style="list-style-type: none"> select from and use a wider range of materials and components, including construction materials according to their functional properties
Evaluate	<ul style="list-style-type: none"> 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
Technical knowledge	<ul style="list-style-type: none"> apply their understanding of computing to program, monitor and control their products – design

Strength Lies in Difference
Children to understand the difference between being non-racist and an anti-racist.
-Children to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity, Identity, Justice, Injustice
Children to understand the importance of heritage and how their heritage and that of others is something to be celebrated.

Expressive Art and Design
Art and Design: Sculpture
Plan and design a sculpture.
Use tools and materials to carve and add shape.
Develop cutting and joining skills, e.g. using wire, coils.
Use wire and foil to create a 3D sculpture.
Music: Composing
Improvise over a simple groove, responding to the beat.
Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).
Compose melodies made from pairs of phrases. These melodies can be enhanced with rhythmic or chordal accompaniment.
Compose a short 3-part piece to evoke a specific atmosphere, mood or environment. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.

English / Mathematics
Please see termly Success and Challenge cards

Personal, Social and Emotional Development
PSCH: How can social media influence people?
Understand the role of social media in most societies but especially Britain.
Understand how social media influences your view of the world.
Understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images
Know how text and images can be manipulated or invented online; learn strategies to recognise this
Learn to evaluate how reliable different types of online content is, e.g. videos, blogs, news, reviews, adverts
Know how to recognise unsafe or suspicious content online and what to do about it
Know how to make decisions about the content they view online and know if it is appropriate for their age range
Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
R.E.: What is Religion?
Hinduism – How can Brahman be everywhere and in everything?
Explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing.
Make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.
Express my understanding of how Brahman can/cannot be in everything.

SPRING TERM 1
Objectives
The Mummy Returns (History focus)
Year 5
Physical Development
Gymnastics
Able to perform a range of more advanced actions with good control and coordination such as forward and backward roll, group balance, cartwheel and begin to vault
Consistently repeat sequences with accuracy and smooth transitions
Demonstrate an increased level of stamina, strength and speed to enhance performance
Perform longer movement sequences confidently with a clear beginning, middle and end
Often demonstrates good timing of movement when working with a partner (e.g. when mirroring)
Languages
Healthy Eating
Recall nouns for fruits and vegetables. I can identify the gender of the noun.
Recall and use numbers between 0 and 50 and I can ask for quantities of fruit and vegetables.
Participate in a simple shopping dialogue at the market.
Knowledge Outcomes
<ul style="list-style-type: none"> The Ancient Egyptian civilisation began to grow around 3100BC and lasted for approximately 3000 years. Most ancient Egyptians worked as field hands, farmers, craftsmen and scribes. A small group of people were nobles. The Ancient Egyptians built the pyramids as tombs and monuments for their pharaohs. Mummification is the process of preserving the dead. The treasure-filled tomb of Tutankhamun was discovered by Howard Carter in 1923. The ancient Egyptians invented one of the earliest known writing systems used from around 3000 BC called hieroglyphs.