St Mary's CE Primary School
Year 5 Overview

"Love one another as Jesus loved us"
(John 3 v 34-35)

Subject	Term 1 (Sept-Oct)	Term 2 (Nov/Dec)	Term 3 (Jan/Feb)	Term 4 (Mar/April)	Term 5 (May/June)	Term 6 (July/Aug)
English	**Explanations** Example texts: The 'Tidy your Bedroom Machine.' **Recounts** **Non- chronological report** Biomes **Class Reading :** Scott and Amundsen's Race to the South Pole	**Modern author** **Narrative structure** Example texts: Angel of Nitshill Road - Anne Fine **Class Reading :** Scott and Amundsen's Race to the South Pole	**Legends** Example texts: Krakus and the Dragon Excalibur Viking legends **Classical Poetry** The Highwayman **Class Reading:** Viking Boy by Tony Bradman	**Newspaper Report** Example texts: Moon Landing **Science Fiction Story**: Space Holiday **Class Reading:** Viking Boy by Tony Bradman	**Persuasive Writing** Example texts: Stop Climbing on Mount Everest You don't have to be an athlete to be fit. **Class Reading :** The Wreck of the Zanzibar by Michael Morpurgo	**Stories from other cultures** Example texts: Clever Anaeet Firework Maker's Daughter **Narrative Poems** - Poetic Style From a Railway Carriage by Robert Louis Stevenson **Class Reading :** The Firework Maker's Daughter
	Grammar: Develop complex sentences Cause and effect conjunctions Build cohesion – eg: then/next/after that/firstly	**Grammar:** Carefully chosen vocabulary to describe settings, atmosphere and characters. Secure use of complex sentences. Develop Alan Peat exciting sentences.	**Grammar:** Paragraphs Carefully chosen vocabulary to describe settings, atmosphere and characters. Relative clauses beginning: who/which/where/ when	**Grammar:** Paragraphs Relative clauses beginning: who/which/where/ when Assess effectiveness. Change / edit	**Grammar:** Paragraphs Use correct tense Subject/verb agreement Distinguish between speech and writing – choose appropriate register.	**Grammar:** Carefully chosen vocabulary to describe settings, atmosphere and characters. Adverbs, prepositions and noun phrases for detail Use correct tense

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	Relative clauses beginning: who/which/where/ when Paragraphs Organisational devices to guide the reader – bullet points, headings, underlining etc. Subject/verb agreement – correct noun / verb relationships. Expand noun phrases to add detail. (Revisit adjectives and adverbs: add detail to simple sentences) Modal verbs and adverbs for degrees of possibility Adverbials for time, place, number, tense choice. Generalisers Prepositions and adverbs for detail	Use correct tense in story writing. Dialogue – use of direct and indirect speech. Paragraphs – devices to develop cohesion within & across. Relative clauses. Adverbs prepositions and noun phrases for detail Verb tenses Develop Alan Peat exciting sentences.	Use correct tense Subject/verb agreement Expand noun phrases. Adverbs prepositions and noun phrases for detail Develop Alan Peat exciting sentences.	Subject/verb agreement **Revise/ use correct** tense in story writing – begin to use 'progressive' form. Literary features of poetry: similes, alliteration, onomatopoeia Adverbs prepositions and noun phrases for detail Develop Alan Peat exciting sentences. Reinforce all Y5 writing targets	Use vocab and structure for formal speech & writing. To build cohesion – eg: then/next/after that/firstly Relative clauses beginning: who/which/where/ when Develop Alan Peat exciting sentences. Reinforce all Y5 writing targets	Subject/verb agreement Literary features of poetry: similes, alliteration, onomatopoei**a** Develop Alan Peat exciting sentences. Reinforce all Y5 writing targets

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	Parenthesis (brackets, dashes, commas) Develop Alan Peat exciting sentences.					
	Punctuation: Clarify & revisit grammatical boundaries – use of full stop and comma Brackets, dashes, commas as parenthesis to add extra info in an explanation. Commas for subordinate clauses to add extra info to an explanatory sentence. Avoid ambiguity – commas Colon for lists – in explanations Continuous revision of punctuation from previous year groups.	**Punctuation:** Parentheses and add emphasis. In story writing to emphasise a point or issue. Hyphens opposed to dashes – used to join compound adjectives and nouns. (Foul-smelling, well-known, break-in, mix-up) Consolidate Y3/4 – inverted commas in story writing / direct speech. Continuous revision of punctuation from previous year groups.	**Punctuation:** Parentheses to add extra info about a character. Commas for subordinate clauses. Avoid ambiguity – commas. Consolidate use of apostrophe for contraction and possession – use of in story writing a traditional tale / legend style. Continuous revision of punctuation from previous year groups.	**Punctuation:** Colons for lists – in recount as a character witness (The Highwayman) Revisit and consolidate apostrophe of contraction / possession. Continuous revision of punctuation from previous year groups.	**Punctuation:** Revisit commas – subordinate clauses to create complex sentences Continuous revision of punctuation from previous year groups..	**Punctuation:** Introduce rhetorical questions in persuasive writing: Who wouldn't want a long and happy life? Continuous revision of punctuation from previous year groups.
Maths	**<u>Number – Place Value:</u>** Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.		**<u>Number – Multiplication and Division</u>** Multiply and divide numbers mentally drawing upon known facts.		**<u>Number: Decimals</u>** Solve problems involving numbers up to three decimal places.	

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	Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. **Number- Addition and Subtraction** Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. **Number: Fractions:** Compare and order fractions whose denominators are multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.	Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers. Divide numbers up to 4 digits by a one digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign. **Number: Fractions:** Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions [for example 0.71 = 71/100] Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. **Number: Decimals and Percentages:** Read, write, order and compare numbers with up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place.	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. **Number** Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero. **Geometry- Properties of Shapes and Angles:** Identify 3D shapes, including cubes and other cuboids, from 2D representations. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Know that angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees (o) Identify: angles at a point and one whole turn (total 360o), angles at a point on a straight line and . a turn (total 180o) other multiples of 90o **Geometry- position and direction:**

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	Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number [for example 25 + 45 = 65 = 1 15] Add and subtract fractions with the same denominator and denominators that are multiples of the same number. **Number – multiplication and division** Multiply and divide numbers mentally drawing upon known facts. Multiply and divide whole numbers by 10, 100 and 1000. Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Recognise and use square numbers and cube numbers and the notation for squared (2) and cubed (3) Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.	Solve problems involving numbers up to three decimal places. Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of 12, 14, 15, 25, 45 and those fractions with a denominator of a multiple of 10 or 25. **Perimeter and Area**: Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm2, m2 estimate the area of irregular shapes. **Statistics:** Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables including timetables.	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. **Measurement- converting units** Convert between different units of metric measure [for example, km and m; cm and m; cm and mm; g and kg; l and ml] Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. **Measures Volume** Estimate volume [for example using 1cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water] Use all four operations to solve problems involving measure.

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	Establish whether a number up to 100 is prime and recall prime numbers up to 19				
Science	**Properties and changes of materials** **Strand - Chemistry** **<u>What changes and why</u> ?** **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**	**Forces** **Strand - Physics** **<u>Can you feel the Force?</u>** **explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object** **identify the effects of air resistance, water resistance and friction, that act between moving surfaces** **recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect** *explore falling objects and raise questions about the effects of air resistance*	**Earth and Space** **Strand - Physics** **<u>What makes the world go around?</u>** **describe the movement of the Earth and other planets relative to the sun in the solar system** **describe the movement of the moon relative to the Earth** **describe the sun, Earth and moon as approximately spherical bodies** **use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky** *use a model of the Sun and Earth that enables*	**Animals including Humans** **Strand - Biology** **<u>What is the 'circle of life'?</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.** *(Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.)* *observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or*	**Living Things and Their Habitats** **Strand - Biology** **<u>How will I change in 10 years …. in 50 years time ?</u>** **describe the changes as humans develop to old age** **describe the simple functions of the basic parts of the digestive system in humans** *draw a timeline to indicate stages in the growth and development of humans.* *learn about the changes experienced in puberty.* *research the gestation periods of other animals and comparing them with humans; by*

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	of acid on bicarbonate of soda *explore and compare the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.* *explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.* *find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.* *observe that some conductors will produce a brighter bulb in a circuit than others and that some materials will feel hotter than others when a heat source is placed against them.* *carry out tests to answer questions,eg. 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'* *compare materials in order to make a switch in a circuit.*	*explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.* *experience forces that make things begin to move, get faster or slow down.* *explore the effects of friction on movement and find out how it slows or stops moving objects, eg. by observing the effects of a brake on a bicycle wheel.* *find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.* *explore falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which*	*them to explain day and night.* *learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).* *find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.*	*flower border, and animals in the local environment.* *find out about the work of naturalists and animal behaviourists,eg. David Attenborough and Jane Goodall.* *find out about different types of reproduction, including sexual and asexual reproduction in plants (including recap flower parts), and sexual reproduction in animals.* *observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times)* *try to grow new plants from different parts of the parent plant, for example, seeds, stem*	*finding out and recording the length and mass of a baby as it grows.* *introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.*

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	observe and compare the changes that take place, eg, when burning different materials or baking bread or cakes. *research and discuss how chemical changes have an impact on our lives, eg, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.*		*designs are the most effective.* *explore resistance in water by making and testing boats of different shapes.* *They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.*	*compare the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.*	*and root cuttings, tubers, bulbs.* *observe changes in an animal over a period of time* *compare how different animals reproduce and grow.*	
	Working scientifically During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ● planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ● taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ● recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ● using test results to make predictions to set up further comparative and fair tests ● reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations					
Religious Education	Questful R.E **Unit 5.1 – How and why do Christians read the Bible? (6hrs)** Questful R.E	Jesus the teacher (cont) **What kind of king is Jesus?** (2hrs – Kingdom of God)	Questful R.E Unit 5.5-**Exploring the lives of women in the Old Testament** (5 hours)	Questful R.E Unit 5.4-**Why do Christians believe that Easter is a celebration of Victory?** (5hrs)	Questful R.E Unit5.9- **Pentecost what happened next**? (6hrs)	**Sikhism (9hrs)** 2hrs rules 2hrs sacred books. **How important are holy books in other faiths?**

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	Unit 5.3 – **Jesus the teacher.** UC- 2B.5-**What would Jesus do?** (2hrs- Gospel)	Questful R.E Unit 5.2 - **Christmas The Gospels of Matthew & Luke** (4hrs) UC- 2B.4- **Was Jesus the Messiah?** (Core Learning p2/3) (Incarnation)		UC- 2B.6 W**hat did Jesus do to save human beings?** (salvation)	UC- 2A.6- **When Jesus left what was the impact of Pentecost?** (Core Learning p2-4) (Kingdom of God)	2hrs sacred places 2 hrs **Sikh Gurdwara Visit & Festivals**. 1hr pilgrimage – **The Golden Temple in Amritsar.**
Computing	**E Safety** Understand privacy settings on social media sites. Dangers of communicating on devices such as x-box, PSP, phones. Can they verify information they have researched using more than one site. Discuss positive and negative impacts of using IT. Understand they should not publish other people's pictures or tag them on the internet. Do they know content put online is extremely difficult to remove?	**Spreadsheets** Use a spreadsheet to: Convert unit of measurements; model a real life problem; plan a cake sale; use the count tool to answer hypotheses; create simple formulae. *Purple Mash –Unit 5.3 Spreadsheets*	**Algorithms and Programs** Design/write a program to achieve a specific goal. Simulate a physical system. Introduce variables. Create and improve a game. *Purple Mash – Unit 5.1 Coding*	**3D Modelling** Design a building for a purpose. Print a design as a 2D net. Explore possibilities of 3D printing. *Purple Mash –Unit 5.6 Modelling* *(link with DT)*	**Algorithms and Programs** Plan a game. Create a game environment and quest. Evaluate own and others game. *Purple Mash – Unit 5.5 Game creator* Design a program which interacts with external controllers. *Lego WeDo –Dancing birds and drumming monkey*	**Communicating/ Presentation.** Plan a storyboard for a video or animation. Create, edit and refine. Incorporate filming techniques, sound effects, music. *Create a film for school website on a topical subject.*

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	Create a strong password and realise they need to be regularly updated. Know where they can access support regarding online incidents. *Azoome – Search it up- My Pop Star Disaster Fakebook – www.classtools.net/fb/home/page* *Azoome – You're Not Laughing Cat Newsround – Caught in the web –Internet Safety*					
	E Safety will be revisited at the start of each half term **Using technology – reinforce across the curriculum.** Download a document and save it to a computer or given device. Decide which sections are appropriate to copy and paste from a variety of web pages.					
Geography	**Human and Physical Geography** **How can I survive in an extreme environment?** **Biomes (tundra,desert, alpine)** Describe and understand key aspects	**Human and Physical Geography** **What makes the Earth angry?** **Volcanoes,Earthquakes and Mountains**		**Fieldwork, Place Knowledge, Human and Physical Geography** **What makes an island an island?** **The United Kingdom** Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use		

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	of physical geography, including mountains (world) and biomes. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity	Describe and understand key aspects of: physical geography, including volcanoes, earthquakes and mountains. Describe and understand key aspects of human geography, including types of settlement and land use.		patterns; and understand how some of these aspects have changed over time 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. (Build on from Year 3 – two year groups to do field study) **Crosby Beach field visit** *Can they name and locate counties of the United Kingdom and their geographical region eg NW, NE etc* Use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.	
	Ongoing development of geographical skills and fieldwork				
History			**<u>Were the Vikings really vicious?</u>** **The Viking and Anglo Saxon Struggle for the Kingdom of England to the time of Edward the Confessor.** Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld Anglo-Saxon laws		

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			and justice Edward the Confessor and his death in 1066 **Does the punishment fit the crime?** Changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present.			
	Ongoing development of chronological understanding and historical enquiry skills					
Art	**Painting** *Explore a range of media* *Using hue, tint, tone, shades and mood.* *Explore the use of texture in colour and colour for purposes.* **Compare a violent scene by Turner to the milder version by Xavier Della Gatta's 'Eruption of Vesuvius' of 1794.**	**Textiles** Develop the skill of stitching (Textiles and sewing covered in DT project) *Combining different materials and more complex stitching* *William Morris*	**Drawing** *Explore the effect of light on objects and people from different directions.* *Interpret the texture of a surface* *Represent figures/forms in movement* *Produce increasingly accurate drawings of people.*		**Modroc/Clay 3D** *Shape, form, model and join.* *Can you use more advanced materials like wire and plaster?* 3D form: Anthony gormley sculptures and clay heads Antony Gormley	
					Artist to be studied: **Antony Gormley**	
Design Technology		**Textiles** **Combining different materials and more complex stitching** **Cushions**		**Structures** ***Link to Computing and Modelling, The Shell of a Structure (inc CAD,*** ***Purple Mash*** ***5.6.3D***		**Food** ***Seasonality and Savoury – cooking techniques*** ***Savoury or Sweet Dish***
	Key Individual to study: **William Morris**					

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Physical education (PE)	**Outdoor and adventurous –** Site orienteering Out & Back 6 lessons using school pack orienteering out & back practise in teams	**Dance** Volcanoes – Val Sabin Unit 4 (respond to stimuli, basic composition, group dances)	**Gymnastics** Functional use of limbs (Val Sabin Unit KS2) Incorporate use of large-scale apparatus to develop sequence and performance through a circuit and across the floor space.	**Games** striking and fielding Cricket **KS2 T MOVE PE CRICKET** LESSONS 1-6 TO RECAP AND EXTEND CORE CRICKET SKILLS FROM Y4 DEVELOP MATCHPLAY TACTICS & KWIK CRICKET	**Games** Net and Wall TENNIS AEGON SCHOOL TENNIS DVD AND HANDBOOK LESSONS AGE 9-11	**Games** Net & Wall -TENNIS AEGON SCHOOL TENNIS DVD AND HANDBOOK LESSONS AGE 9-11 **FOCUS ON MATCHPLAY & TACTIC DEVELOPMENT**
	Games - **Invasion** Netball focus T MOVE PE Y5 INVASION GAMES	**Gymnastics** Flight focus T MOVE PE - Year 5 Gymnastics: Movement Unit Pupils will make complex or extended sequences & perform consistently to different audiences.	**Dance** English Country Dance Val Sabin Unit Lessons to develop traditional English Country Dance Style see resource in drive	**Games** **Invasion** Football UKS2 T MOVE PE FOOTBALL SKILLS LESSONS 1-6 DEVELOPING KEY SKILLS	**Athletics** Running for speed Running over obstacles **Elevating Athletics** 3 lessons of each to develop skills(Incorporate relay	**Athletics** Fling & Heave throwing focus (3 lessons) **Elevating Athletics** Unit lessons Sports Day Prep (3

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					races)	lessons)
Languages (Spanish)	**A bordo!** (All aboard)		La paga (Pocket money)		**Cuéntame un cuento!** (Tell me a story!)	
RSHE **(inc British Values and RSE)**	***Family and people who care for us*** *(R1.5)* ***Being Safe*** *(R5.7, R5.8)*	**Caring friendships** *(R2.5)* **Respectful relationships** *(R3.6)*	***Online Relationships*** *(R4.2, R4.3)* ***Internet Safety and harms*** *(H7.3, H7.5)*	**Mental wellbeing** *(H6.8, H6.9)* **Basic first aid** *(H12.2)*	**Health and prevention** *(H11.3, H11.4)* **Drugs, alcohol and tobacco** *(H10.1)*	**Physical health and fitness** *(H8.2, H8.4)* **Healthy eating** *(H9.3)* **Changing adolescent body** *(H13.1)*
British Values	**Democracy: Election of School Council, Visit to Oldham Chambers** **Respect *Similarities and differences (family, culture, ethnicity, racial./religious diversity, age, sex, gender identity, sexual orientation and disability)***		**Individual Liberty: choices we make to stay safe, taking risks and challenge themselves to be the best that they can be.** **Rule of Law: (History Link – Crime and punishment from Anglo Saxon – present day)**		**Tolerance of Different Faiths and beliefs: *Sikhism* - rules ,sacred books. How important are holy books in other faiths? sacred places Sikh Gurdwara Visit & Festivals. pilgrimage – The Golden Temple in Amritsar.**	
Economic Awarenes:					**Money Matters: Borrowing and Saving Value for money Money and the wider world**	
Music	**Dynamics Texture**	**Duration (Pulse and Rhythm)**	**Tempo Texture**	**Pitch Dynamics**	**Pitch Texture**	**Duration (Pulse and Rhythm)**

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	Notation *Performing* *Composing and* *Improvising* *Listening and* *Appraising* *Vocal Skills* Music Express : Our Community Focus: Performance		**Structure** **Notation** *Performing* *Composing and* *Improvising* *Listening and* *Appraising* *Vocal Skills* Music Express : Solar System Focus: Listening	**Timbre** *Performing* *Composing and* *Improvising* *Listening and* *Appraising* *Vocal Skills* Music Express : Celebration Focus: Performance	**Structure** *Performing* *Composing and* *Improvising* *Listening and* *Appraising* *Vocal Skills* Music Express : Life Cycles Focus: Structure	**Dynamics** **Tempo** **Timbre** **Notation** *Performing* *Composing and* *Improvising* *Listening and* *Appraising* *Vocal Skills* Music Express : Keeping Healthy Focus: Beat