



## Religious Education

# St. Mary's Catholic Primary School, Chiswick Year 5 – Miss Scannell and Ms McLaughlin Spring Term 2026

## Galilee to Jerusalem

### Understand

- Recognise that in the Beatitudes Jesus tells his followers important messages about what makes a life blessed.
- Compare Matthew and Luke's description of the new law, or great commandment and make links between the new law a parable and Jesus' summary of the law and lessons for Christian life today.
- Make simple links between the Beatitudes and the Ten Commandments.
- Describe accurately in sequence and detail what the disciples see at the Transfiguration, saying something about the importance of Moses and Elijah.
- Make links between the seven petitions (requests) of the Our Father and their meaning for Christians.
- Show understanding of how the virtue of either hope or charity (love) links with Jesus' teaching in the Beatitudes.

### Discern

- Expressing a point of view about Jesus' great commandment as a rule for life.
- Imagining how Peter, James, or John felt at the Transfiguration. Explain their thinking with reference to why this event is a mystery.
- Exploring how they and others interpret artists' meanings, in response to paintings of the Transfiguration.

### Respond

- Reflecting on the mystery of the Transfiguration.
- Reflecting on why Jesus invites us to call God 'Father'.
- Reflecting on the meaning of what they have learned about Jesus' great commandment for their own lives.
- Reflecting on how the communities they are part of could be transformed if everyone chose to love their neighbour as themselves. (RVE)

## Desert to Garden

### Understand:

- Explain what happens at the Ash Wednesday Mass and how Christians mark this day, using religious vocabulary to describe symbols and actions.
- Make links between the Ash Wednesday readings and Lent as a time when Christians reflect on their sins and listen to God's call to return to him. Describe

## Living & Learning, Inspired by our faith

### How you can help...

#### Reading

- Please use the bookband guide which is in your child's Reading Record to support your child with reading at home.
- Please continue to sign your child's reading diary every day, using the 'New words...' section to help the children incorporate new vocabulary in their writing and spoken language.
- Continue talking to your child and questioning him/her about what they are reading to ensure they fully understand the text they are reading.
- Please try to monitor their reading habits, to ensure they are reading a range of authors and genres. Exposing them to different styles of writing will improve their own writing.
- Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.

#### Some questions which could be asked:

- can you find the word/phrase which shows that the character is unhappy/disappointed/ecstatic/ pleased?
- which word means the same as...?
- in your own words, explain what the writer means when he says...
- why has the author written in this way?
- what is the poem/information text trying to tell you?
- why has the author used this word?

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some ways Christians act to answer that call in Lent, including the importance of prayer.

- Describe how Catholics define sin, making links with the Ten Commandments and Jesus' great commandment as guides for a good life.
- Use specialist vocabulary to describe the term 'conscience'. (RVE)
- Simply describe Catholic beliefs in the last things, death, judgement, heaven, and hell.
- Recognise that the words of St Paul (1 Corinthians 15:1-8, 20-25, 54-57) describe the Christian belief that through the Resurrection of Jesus, people can follow his path to heaven.
- Know that the Rosary is a prayerful reflection on the life of Christ and explain what the sorrowful mysteries remember.

### Discern

- Discussing if all points of view are equally valid when thinking about conscience. For example, is it ever okay to be cruel or unkind to another person?
- Thinking about the temptations Jesus faces in the wilderness, ask 'what if' questions about the times they have faced temptations in their own lives.

### Respond

- During this unit of study, pupils will be invited to respond to their learning, for example by:
- Considering how examining their conscience could help them recognise when they have acted to hurt themselves or others and how they could change. (RVE)
- Reflecting on the meaning of what they have learned for their own lives. (RVE)

## PSHE/RSE

### Created and Loved by God: Emotional Wellbeing and Life Cycles

Children will continue the module 'Created and Loved by God' which they began in the Autumn Term, exploring the individual;

- Identity and self-worth: Understanding that we are made in God's image and learning to value ourselves and others.
- Emotional wellbeing and resilience: Exploring feelings, managing emotions, building resilience through thankfulness, and seeking support from trusted adults.
- Media influence and online safety: Recognising unrealistic images, harmful content, and understanding how media can affect emotions and behaviour.

## Writing

- Continue to encourage your children to edit their work before handing it in. The same level of quality and presentation is expected of homework as school work.
- Children can jot down any interesting words or phrases, in their diary) that they come across whilst reading to use later in their own writing – this is key to widening their vocabulary.
- Encourage your child to use new vocabulary that they have found in their reading books in their written work.
- Please encourage your child to read over their work and to check for any errors.
- Read through their work together and try to pick out a sentence or phrase that can be improved- could they use a fronted adverbial or a more sophisticated adjective?

## Spelling, Punctuation and Grammar

- Continue to work on the spellings that are given out for homework each week. It's important that your child knows the rules of spelling so when faced with an unfamiliar word they are able to spell it correctly.
- Write down some unpunctuated sentences for your child to punctuate correctly.
- Dictate a sentence, made up or read from a book, for your child to write down. Can they include the correct punctuation and spelling? Encourage them to look over their work to check for capital letters and missing punctuation.
- Look over words which have been sent as spellings. Discuss ways in which your child can remember the spelling.

	<ul style="list-style-type: none"> <li>• Relationships and behaviour: Learning about healthy choices, peer pressure, boundaries, and Christian values around relationships.</li> <li>• Growing up and life cycles: Understanding puberty, menstruation, fertility, conception, pregnancy, and childbirth as part of God's design for life.</li> <li>• Human reproduction (age-appropriate and compulsory): Basic scientific understanding of sexual intercourse, with Christian teaching about marriage.</li> <li>• Death, grief, and eternal Life: Exploring what death means, feelings of grief, Christian beliefs about eternal life, and how to support others.</li> </ul>	<p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.</li> <li>• Encourage them to persevere, and show their working out at all times.</li> <li>• Please speak to your child and encourage them to tell me of any concerns or misconceptions they may have in maths.</li> <li>• It is good to look at the maths homework and see what your child struggles with so that they have a good base understanding of maths as they go through the Year 5. This is the time to fill any gaps they have so they are confident mathematicians and can effectively draw on all of their knowledge to solve problems.</li> </ul> <p><b>Mastery</b></p> <ul style="list-style-type: none"> <li>• Encourage investigative thinking , questioning , discussion and application</li> <li>• Use precise mathematical vocabulary</li> <li>• Make connections across mathematical ideas</li> </ul>
<p><b>Reading and writing</b></p>	<p><b>Our core text for the Spring term is:</b>  <b>Arthur and the Golden Rope by Joe Todd-Stanton:</b> Welcome to Professor Brownstone's vault – containing ancient relics from around the world, all collected by his famous ancestors!  This fan favourite is coming to shelves in paperback! Follow the epic journey of Brownstone's earliest ancestor, Arthur, and travel back to the age of the Vikings where this bookish young adventurer must find the courage to save his village and defeat the mighty beast Fenrir...</p> <p><b>Reading:</b></p> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Use dictionaries to find the meaning of unfamiliar words.</li> <li>• Read and engage with texts structured in different ways for different purposes.</li> </ul>	<p><b>Dates for the Diary:</b>  *****</p> <ul style="list-style-type: none"> <li>* Term Begins - Tuesday 6<sup>th</sup> January– 8.45am pupils return</li> <li>*Mass for Feast of the Epiphany – Led by Y5 and 6 – Yr2-6 – Tuesday 6<sup>th</sup> January – 10.00am at Church</li> <li>* Year 5 class assembly – Wednesday 21<sup>st</sup> January at 9.00am</li> <li>*Children's Mental Health Awareness Week – week beginning Monday 9<sup>th</sup> February</li> <li>*Safer Internet Day – Tuesday 10<sup>th</sup> February - Theme – 'Smart Tech, Safe Choices'</li> </ul>

	<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Discuss and analyse words and phrases that capture the reader's interest or imagination.</li> <li>• Understand how language contributes to the meaning of a text.</li> </ul> <p><b>Inference</b></p> <ul style="list-style-type: none"> <li>• Draw inferences about characters' feelings, thoughts, and motives using evidence.</li> <li>• Recognise themes and conventions in a wide range of books.</li> </ul> <p><b>Prediction</b></p> <ul style="list-style-type: none"> <li>• Make predictions about what might happen based on details stated or implied in the text.</li> </ul> <p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>• Explain how language, structure, and presentation contribute to meaning.</li> <li>• Understand that books are structured in different ways for different purposes.</li> </ul> <p><b>Retrieval</b></p> <ul style="list-style-type: none"> <li>• Identify key ideas and details from multiple paragraphs.</li> <li>• Apply strategies such as rereading or discussion to check understanding.</li> </ul> <p><b>Summarising</b></p> <ul style="list-style-type: none"> <li>• Identify main ideas and summarise them effectively.</li> </ul> <p><b>Performance and poetry</b></p> <ul style="list-style-type: none"> <li>• Recognise and compare different types of poetry (e.g. free verse, narrative).</li> <li>• Prepare and perform poems and play scripts using intonation, tone, volume, and action.</li> </ul> <p><b>Discussion and response</b></p> <ul style="list-style-type: none"> <li>• Discuss books constructively, building on others' ideas and challenging viewpoints respectfully.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Persuasive writing: Pupils will write persuasive letters, using strong arguments, emotive language, and structured paragraphs to influence the reader.</li> <li>• Poetry: Children will write their own poems, experimenting with language, imagery, and structure inspired by narrative and free-verse poetry.</li> </ul>	<p>*KS2 Author Visit – Eve Wersocki Morris – Friday 13<sup>th</sup> February - 10.00am</p> <p><b>*Half Term – week beginning Monday 16<sup>th</sup> February – Friday 20<sup>th</sup> February, school begins Monday 23<sup>rd</sup> February from 8.45am</b></p> <p>*Lunar/Chinese New Year – Tuesday 17<sup>th</sup> February – Year of the Horse</p> <p>*Other Faiths Week – Hinduism – week beginning Monday 23<sup>rd</sup> February</p> <p>*School Photos – Friday 27<sup>th</sup> February</p> <p>*Book Week – week beginning Monday 2<sup>nd</sup> March</p> <p>*CAFOD Lent Fast Day – Friday 14<sup>th</sup> March</p> <p>*Mothering Sunday – Sunday 15<sup>th</sup> March</p> <p>* Y5 Virtual author visit – Barbara Henderson (Rivet Boy) -Wednesday 18<sup>th</sup> March at 10.00am</p> <p>*Whole School Mass Annunciation - Wednesday 25<sup>th</sup> March – 10.00am at Church</p> <p>*Parents' Evening – Thursday 26<sup>th</sup> March – 1.30pm onwards</p> <p>*Summer Term begins – Monday 13<sup>th</sup> April 2026 – 8.45am pupils return. Children return to school wearing Summer uniform.</p>
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	<ul style="list-style-type: none"> <li>• Myth writing: Pupils will create their own myth, using features such as heroes, quests, mythical creatures, and clear story structure.</li> <li>• Newspaper reports: Children will write newspaper reports, including headlines, factual language, quotes, and organised paragraphs to report events clearly.</li> </ul>	
<b>Spelling Punctuation and Grammar</b>	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Adding the suffix /ant/</li> <li>• Common Exception Words (CEW) /ee/ sound spelt /e/</li> <li>• Adding the suffix /ance/</li> <li>• Adding the suffix /ancy/</li> <li>• CEW /shun/ sound spelt /tion/, /sion/ &amp; /ssion/</li> <li>• Adding the suffix /ent/</li> <li>• CEW remembering the doubles</li> </ul> <p><b>Grammar</b></p> <p><b>Parenthesis</b></p> <ul style="list-style-type: none"> <li>• Recognising Parenthesis</li> <li>• Using Brackets to Indicate Parenthesis</li> <li>• Using Dashes to Indicate Parenthesis</li> <li>• Using Commas to Indicate Parenthesis</li> </ul> <p><b>Expanded noun phrases</b></p> <ul style="list-style-type: none"> <li>• Recognising Noun Phrases</li> <li>• Creating Concise Noun Phrases</li> <li>• Writing Concise Noun Phrases</li> <li>• Using Noun Phrases</li> </ul> <p><b>Tenses</b></p> <ul style="list-style-type: none"> <li>• Past or Present?</li> <li>• Present Perfect Form</li> <li>• Recognising Past Perfect Form</li> <li>• Using the Past Perfect Form</li> <li>• Recognising the Future Perfect Form</li> <li>• Using the Future Perfect Form</li> <li>• Recognising the Perfect Form in Sentences</li> <li>• Using the Perfect Form in Sentences.</li> </ul>	
<b>Mathematics</b>	<p>Children will learn through concrete, pictorial and abstract (CPA) methods using resources such as dienes, counters, place value grids, bar models and part-whole models. This will support understanding, reasoning, and problem-solving across all topics.</p>	

	<p><b>Multiplication and Division</b></p> <ul style="list-style-type: none"> <li>• Multiply up to 4-digit numbers by 1- and 2-digit numbers</li> <li>• Use the area model for 2-digit × 2-digit multiplication</li> <li>• Short division with and without remainders</li> <li>• Divide 4-digit numbers by 1-digit numbers</li> <li>• Apply efficient division strategies</li> <li>• Solve multi-step word problems involving multiplication and division</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Multiply unit and non-unit fractions by integers</li> <li>• Multiply mixed numbers by integers</li> <li>• Find a fraction of an amount</li> <li>• Find the whole from a fraction</li> <li>• Use fractions as operators in problem-solving</li> </ul> <p><b>Decimals and Percentages</b></p> <ul style="list-style-type: none"> <li>• Understand decimals up to three decimal places</li> <li>• Convert between fractions, decimals and percentages</li> <li>• Order and compare decimals</li> <li>• Round to the nearest whole number and to 1 decimal place</li> <li>• Understand percentages as fractions and decimals</li> <li>• Use place value charts for thousandths</li> </ul> <p><b>Perimeter and Area</b></p> <ul style="list-style-type: none"> <li>• Calculate the perimeter of rectangles, polygons, and rectilinear shapes</li> <li>• Find the area of rectangles and compound shapes</li> <li>• Estimate area accurately</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Draw, read, and interpret line graphs</li> <li>• Read and interpret tables and two-way tables</li> <li>• Understand and use timetables</li> </ul>	
<p><b>Science</b></p>	<p><b>Properties of Materials</b></p> <p><u>Knowledge:</u> Pupils learn that materials have different properties and uses depending on whether they are solids, liquids, or gases. They explore hardness, transparency, conductivity, magnetism, and solubility. Children investigate how mixtures can be separated and understand the difference between reversible and irreversible changes.</p> <p><u>Skills:</u></p>	

- Compare and group materials by their properties
- Investigate solubility and how to recover substances
- Separate mixtures using filtering, sieving, and evaporation
- Carry out fair tests and use evidence to explain material choices
- Identify reversible and irreversible changes

## **Animals Including Humans**

### Knowledge:

#### **The Human Life Cycle**

- Children learn about the stages of human life: baby, child, adolescent, adult, and elderly. They explore physical, emotional, and social changes at each stage and understand that development varies between individuals.

#### **Babies and Children**

- Pupils study how humans develop from a fertilised egg to a newborn and explore early physical and mental development, including the importance of healthy habits.

#### **Adolescence and Puberty**

- Children learn about puberty, secondary sexual characteristics, and the emotional and social changes that occur during adolescence.

#### **Adults and the Elderly**

- Pupils examine physical changes in adulthood, the roles of adults and elderly people in society, and how ageing affects the body and mind.

#### **Gestation Periods of Mammals**

- Children learn that mammals give birth to live young and compare gestation periods across different species.

#### **Gestation and Lifespan**

- Pupils explore how gestation length relates to lifespan and investigate factors such as genetics, environment, and diet.

### Skills:

- Observe and record life cycle changes
- Research animal life cycles
- Analyse data on gestation and lifespan
- Communicate using scientific vocabulary
- Work collaboratively on investigations

<p><b>P.E.</b></p>	<p>Our PE days for this term will be on Tuesday and Thursday. In the event that these change, I will keep the children and parents updated via class dojo.</p> <p><b>Swimming:</b></p> <ul style="list-style-type: none"> <li>• To swim competently, confidently and proficiently over a distance of at least 25 metres;</li> <li>• To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke];</li> <li>• To perform safe self-rescue in different water-based situations</li> </ul> <p><b>NFL Flag Football:</b></p> <ul style="list-style-type: none"> <li>• Learn and understand a new sport, including it's rules and basic gameplay</li> <li>• Develop passing, catching, and running with the ball</li> <li>• Learn how to create and use space when attacking</li> <li>• Apply invasion game principles such as maintaining possession and scoring</li> <li>• Develop defensive skills, including removing tags safely and intercepting</li> </ul> <p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>• Develop control of the ball using a hockey stick</li> <li>• Practice dribbling, passing, and shooting with accuracy</li> <li>• Learn how to move into space to support teammates</li> <li>• Apply simple attacking and defending strategies in games</li> <li>• Learn how to defend safely with the hockey sticks</li> </ul>	
<p><b>Music</b></p>	<p><b>Music Theory – Level 3</b></p> <p><u>Knowledge:</u>  Music Theory Level 3 aims to teach pupils key musical skills to enhance their understanding of music and engagement in music making. During this course, pupils will develop their understanding of musical notation, exploring stave notation within the octave and looking at more complex rhythmic notation and time signatures. Pupils will also develop and practice using their aural skills through investigating major and minor tonality and learning how to play music by ear.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Pupils can play both a major and a minor scale.</li> <li>• Pupils can play a piece of music in 3/4.</li> <li>• Pupils understand what a time signature is.</li> <li>• Pupils know where C - C are on the treble clef stave.</li> <li>• Pupils can name the instrument families of the orchestra.</li> <li>• Pupils can aurally identify when notes are ascending or</li> </ul>	

- descending in pitch.
- Pupils can play musical phrases by ear.
- Pupils can perform music following stave notation within the range C - C.
- Pupils can explain what makes a good improvisation.
- Pupils can improvise over a bass-line groove.

### **Keyboards – Level 1 and 2**

#### Knowledge:

Level 1 is an introduction to playing keyboards. Pupils will improve their keyboard skills gaining confidence in reading music, performing and improvising. By working through several exercises looking at notation, rhyming and rhythm pupils will learn how to read music in the treble and bass clef and perform a variety of pieces throughout the course. In level 2, pupils will improve their keyboard skills gaining further knowledge and confidence in reading written notation as well as improving their ability to play solo and as a duo. This course encompasses new elements of music theory and aims to get pupils comfortable with reading music and playing with two hands together.

#### Skills:

- Pupils can find and play a C, D and E notes with their right hand.
- Pupils can play from C to G with their left hand.
- Pupils know where the time signature is placed on a piece of notated music.
- Pupils can play a piece of music while keeping a steady pulse.
- Pupils know where all the notes are on a treble clef stave.
- Pupils can switch between playing crotchets, minims and semibreves confidently.
- Pupils know that black keys produce sharp and flat notes.
- Pupils can recognise all the notes on a treble and bass clef.
- Pupils know what a chord is.
- 10.. Pupils can count a 3/4 time signature.
- Pupils can explain how BPM relates to tempo.
- Pupils can recognise and count two different rest notations.
- 13. Pupils can compose a two-bar melody/phrase.

### **Computing**

#### **Online Safety**

#### Knowledge:

Pupils learn to identify online dangers and how to stay safe. They explore the advantages and disadvantages of online communication, understand that not all information online is reliable, and learn what to do if they experience cyberbullying. Children are also taught how to use online communities safely.

	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Create and understand the importance of strong passwords</li> <li>• Recognise different types of online communication</li> <li>• Know who to ask for help with online issues</li> <li>• Understand what bullying is, both online and offline</li> <li>• Search for simple personal information safely</li> <li>• Recognise how online use can affect health and wellbeing</li> <li>• Offer advice to reduce negative online impacts</li> </ul> <p><b>Search Engines and Online Information</b></p> <p><u>Knowledge:</u> Children learn how search engines work, including the role of web crawlers. They understand that anyone can create a website and learn how to check the reliability of information. Pupils also learn about copyright and responsible use of online content.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>• Use search engines effectively with keywords</li> <li>• Evaluate search results for reliability</li> <li>• Find relevant information online</li> <li>• Understand different forms of digital communication</li> <li>• Check the accuracy of online information</li> </ul>	
<p><b>Foundation Subjects</b></p>	<p><b>History: Were the Vikings raiders, traders or settlers?</b></p> <p>Children will explore whether Vikings were merely violent raiders or, more accurately, a mix of traders, explorers, and settlers. They will examine evidence from Lindisfarne (793 AD), York (Jorvik), and longboat technology, analysing Anglo-Saxon vs. Viking perspectives. Children will understand that historically significant events are those that changed many people's lives and had long-lasting impacts. Pupils explore how archaeological evidence, images, and sources help us learn about the past, and how historians' interpretations can change with new evidence. They will learn that Vikings invaded Britain for different reasons, and study how kingdoms and monarchy developed during this period. Children will explore how Viking society was organised, including the roles of different groups such as traders, who were often wealthy.</p> <p>Children will learn about paganism and the introduction of Christianity in Britain, comparing beliefs across cultures and time periods. Finally, they will study the lasting impact of the Vikings on modern Britain, including language, culture, and traditions.</p>	

Skills:

- Explore different historical sources such as artefacts, museums, images, and texts
- Evaluate the usefulness and reliability of evidence
- Understand that historical questions can have more than one valid answer
- Use evidence to reach and justify conclusions
- Identify weaknesses in historical arguments
- Create structured written and oral responses
- Describe past events and compare them with modern life

**Geography : Would You Like to Live in a Desert?**

Knowledge:

**Locational Knowledge:**

Children learn to locate countries and major cities in Europe and North & South America, identify key physical and human features, and confidently use atlases, maps, globes, and digital mapping tools. They also study the Prime/Greenwich Meridian, time zones, latitude and longitude, and the twelve UK geographical regions.

**Physical Geography:**

Children explore the world's climate zones, biomes, and vegetation belts, including deserts. They learn how contours show height and slope, how natural resources are distributed, and how climate affects land use, trade, and settlement. Pupils also study the causes and impacts of climate change.

**Human Geography:**

Children learn how and why people choose where to live, including push and pull factors for migration. They explore how humans use desert environments, how settlements change over time, and how economic activity and trade links develop. They also examine both the positive and negative impacts humans have on the environment.

**Environmental Regions and Comparisons:**

Children compare contrasting environments, describing similarities and differences between regions. They investigate how people adapt to different climates and how physical and human features influence daily life.

**Data, Maps, and Geographical Enquiry:**

Children learn to interpret line graphs, pie charts, GIS maps, and real-time data. They analyse both qualitative and quantitative data, identify patterns, and use evidence from fieldwork to draw conclusions about geographical enquiries.

Skills:

- Locate countries, cities, and features on maps
- Use latitude, longitude, and time zones
- Interpret climate, biome, and vegetation maps
- Compare environmental regions
- Explain human responses to environments
- Analyse graphs, charts, and GIS data
- Use fieldwork findings to support conclusions
- Identify geographical issues affecting people

**Art and Design: Sculpture - Interactive Installation**

Knowledge:

Pupils learn that an art installation is an immersive environment where viewers experience the artwork around them. They explore how scale and size affect the impact of 3D art and how to create texture using different materials.

Skills:

- Develop ideas independently through research, planning, and evaluation
- Use sketchbooks to record observations, test materials, and refine ideas
- Apply known techniques using a range of media
- Combine media such as photography and digital effects
- Explore how scale, display location, and interactivity affect artwork
- Plan and build 3D artwork from 2D designs
- Persevere with challenging constructions and problem-solve independently
- Design for real-world purposes (e.g. architecture, magazines, digital media)
- Justify design choices using research and sketchbook work
- Research artists from different cultures and time periods
- Discuss artistic processes and outcomes
- Improve work using knowledge of tools, materials, and techniques

**Design and Technology: Structures – Bridges**

Knowledge:

Pupils learn how structures are reinforced, especially through the use of triangles. They explore how material properties affect strength, function, and appearance, with a focus on wood as a construction material.

Skills:

- Design stable structures that support weight

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|  | <ul style="list-style-type: none"><li>• Build frame structures using triangulation</li><li>• Construct beam and truss bridges</li><li>• Build wooden bridge models</li><li>• Measure and mark wood accurately</li><li>• Use tools safely, including saws</li><li>• Identify weak points and reinforce structures</li><li>• Select suitable materials for specific purposes</li><li>• Explain why material choice matters</li><li>• Improve designs through testing and evaluation</li><li>• Suggest improvements for their own and others' work</li></ul> |  |
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