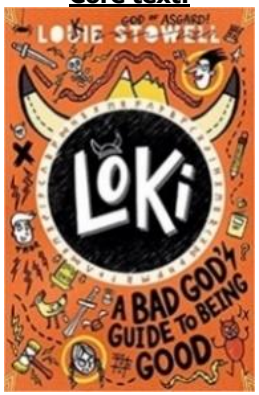
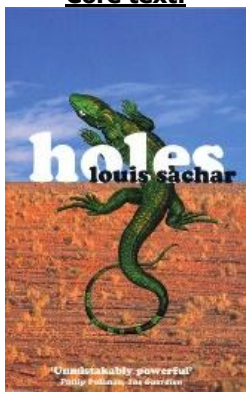
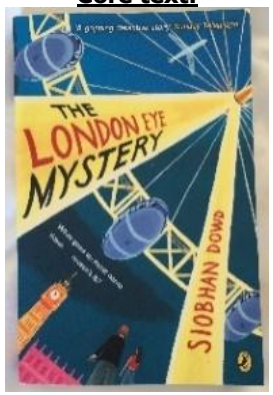
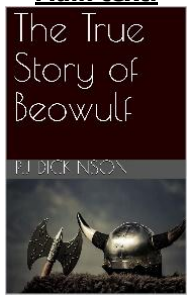
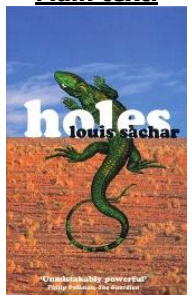
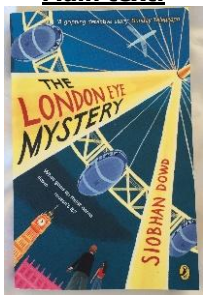
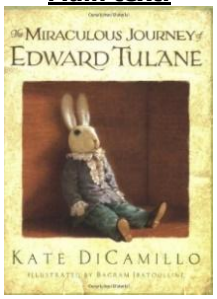
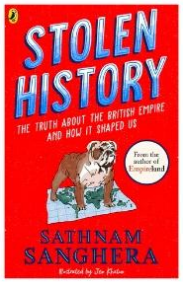
Year 5
LTP 2025-26

	Autumn		Spring		Summer	
	8 weeks Cultural diversity week	7 weeks	6 weeks Aspiration week	5 weeks	6 weeks	7 weeks Operation outdoors week
Trips and community links	• Lesnes Abbey Ruins	• Engineer speaker • Design museum (Designer Maker User workshop)	• Hindu Temple • Natural History Museum	• Gallery and landmarks tour of London (sketching) • Residential to Lille	• Hastings • Space Dome	• British Museum
Foundation Enquiry:	**DANELAW: AN INSANE LAW?** 	**CAMP GREEN LAKE MERCH** 	**VIOLENT VOLCANOES** 	**LONDON ART MYSTERY…** 	**SAVE OUR BEACHES!** 	**BEAUTIFUL BENIN BRONZES** 
	Question: Who benefitted the most from Danelaw? Outcome: Create a Horrible Histories episode about the conflict between Vikings and Anglo-Saxons. **History: Historical Skills** • Use dates to order and place events on a timeline • Compare sources of information available for the study of different times in the past • Present findings and communicate knowledge and understanding in different ways	Scenario: The Warden and Mr Sir want to create a model to show the prisoners how to dig. Outcome: Design and create a mechanical toy using gears. **DT: Design** • Use their research into existing products and their market research to inform the design of their own innovative product • Create prototypes to show their ideas **DT: Make** • Begin to make careful and precise measurements so that joins, holes and openings are in exactly the right place	Scenario: Mr Dickinson wants working volcano models that he can take into other schools to teach year 5 about them. Outcome: Create a model of a volcano that erupts. **Geography: Locational Knowledge** • Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Scenario: Time Out want some artwork for the front of their London tourist leaflets. Outcome: Create a piece of artwork featuring London landmarks, inspired by Steven Wiltshire and Hundertwasser. **Art** • Create sketchbooks to record their observations and use them to review and revisit ideas **Art: Drawing** • Improve their mastery of art and design techniques, including drawing,	Question: Should people stop the natural processes of erosion at the coast? Outcome: Prepare a non-chronological report for the Environment Minister that says what coastal defences should be used, if any. **Geography: Locational Knowledge** • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and how these aspects change over time.	Question: Should the Benin Bronzes be returned? Outcomes: Prepare a slideshow for year 6 that covers both sides of the argument. **History: Historical Skills** • Use dates to order and place events on a timeline • Compare sources of information available for the study of different times in the past • Understand that the type of information available depends on the period of time studied • Present findings and communicate

	• Give some reasons for some important historical events • **GD** Evaluate the usefulness of a variety of sources • **GD** Give reasoned justifications for some important historical events **History: Golden Threads: Power and Invasion & Settlement** • Describe Britain's settlement by Anglo-Saxons and Scots • Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor	• **GD** Make careful and precise measurements so that joins, holes and openings are in exactly the right place **DT: Evaluate** • Make detailed evaluations about existing products and their own • **GD** Make detailed evaluations about existing products and their own, considering the views of others to improve their work **DT: Technical Knowledge** • Build more complex 3D structures and apply their knowledge of strengthening techniques to make them stronger or more stable • Understand how mechanical systems such as gears, pulleys, levers, linkages or cams create movement	**Geography: Place Knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America. **Geography: Human and Physical Geography** • Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. • **GD** Understand why some people would choose to live in volcanically active locations. **Geography: Geographical Skills and Fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Art: Sculpture** • Improve their mastery of art and design techniques, including sculpting with a range of materials • Plan and design a sculpture	with a range of materials • Use a variety of techniques to add effects, e.g. shadows, reflection, hatching and cross-hatching • **GD** Use a variety of tools and select the most appropriate **Art: Painting** • Improve their mastery of art and design techniques, including painting with a range of materials • Create a colour palette • **GD** Create a colour palette, demonstrating mixing techniques **Art: Work of Other Artists** • Give detailed observations about notable artists', designers' and architects' work in history	**Geography: Human and Physical Geography** • Describe and understand key aspects of physical geography, including: coastal processes. • **GD** Describe how regions have changed over time and understand that people hold different views about that change. • **GD** Describe hazards relating to coasts and how these impact on people. **Geography: Geographical Skills and Fieldwork** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • 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	knowledge and understanding in different ways • Provide an account of a historical event based on more than one source • Give some reasons for some important historical events • **GD** Compare sources of information available for the study of different times in the past in terms of their reliability • **GD** Evaluate the usefulness of a variety of sources • **GD** Give reasoned justifications for some important historical events **History: Golden Threads: Invasion & Settlement and Society & Legacy** • Describe a non-European society that provides contrasts with British history - Benin (West Africa) c. AD 900-1300  Scenario: The British Museum are holding a 'Give back the Benin Bronzes!' evening and plan to serve an authentic West African menu.

			• Use tools and materials to carve and add shape • **GD** Use tools and materials to carve, add shape, add texture and pattern		graphs, and digital technologies. • **GD** Draw conclusions relating to their fieldwork based on their own observations and geographical understanding and link this back to their predictions.	Outcome: Prepare a range of West African dishes to serve to the dignitaries at the function. **DT: Cooking and Nutrition** • Understand the main food groups and the different nutrients that are important for health • Understand how a variety of ingredients are grown, reared, caught and processed • Select appropriate ingredients and use a wide range of techniques to combine them • **GD** Select appropriate ingredients and use a wide range of techniques to combine them, giving reasons for their choices
English – writing **Transcription** • Spell some of the words on the Y5/6 spelling list (see NC appendix) correctly • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	**Core text:**  **Writing outcomes:** Character description Emotive account Supporting Sentences	**Core text:**  **Writing outcomes:** Persuasive brochure Letter of complaint	**Core text:**  **Writing outcomes:** Poetry – song lyrics Film review	**Core text:**  **Writing outcomes:** Narrative (alternative ending including setting and character descriptions)	**Core text:**  S01E08 **Writing outcomes:** Descriptive commentary Non-chronological report	**Core text:**  **Writing outcomes:** Narrative Interview podcast/ playscript

• Use a thesaurus • Maintain legibility in joined handwriting when writing at speed • **GD** Spell most of the words on the Y5/6 spelling list (see NC appendix) correctly	**Composition** • Draft and write narratives, describing settings, characters and atmosphere • Begin to draft and write by using devices to build cohesion within and across sentences and paragraphs • Use a range of verb tenses and forms consistently and correctly through their writing (past, present) **Vocabulary, Grammar and Punctuation** • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity • Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify • Understand the following terminology: parenthesis, bracket, dash, cohesion	**Composition** • Begin to draft and write by using devices to build cohesion within and across sentences and paragraphs • Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining • Use a range of verb tenses and forms consistently and correctly through their writing (past, modal verbs) **Vocabulary, Grammar and Punctuation** • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Understand the following terminology: modal verb, relative pronoun, relative clause	**Composition** • Draft and write narratives, describing settings, characters and atmosphere **Vocabulary, Grammar and Punctuation** • Understand and use verb prefixes e.g. dis-, de-, mis-, over- and re- • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • Use brackets, dashes or commas to indicate parenthesis	**Composition** • Draft and write narratives, describing settings, characters and atmosphere • Integrate dialogue to convey character • Use a range of verb tenses and forms consistently and correctly through their writing (past, progressive, perfect) **Vocabulary, Grammar and Punctuation** • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	**Composition** • Use organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining • Use a range of verb tenses and forms consistently and correctly through their writing (past, present, progressive, perfect, modal verbs) • **GD** Draft and write by using devices to build cohesion within and across sentences and paragraphs **Vocabulary, Grammar and Punctuation** • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity • Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity • Understand the following terminology: modal verb, parenthesis, bracket, dash, cohesion, ambiguity	**Composition** • Draft and write narratives, describing settings, characters and atmosphere • Integrate dialogue to convey character • Begin to draft and write by using devices to build cohesion within and across sentences and paragraphs • **GD** Draft and write by using devices to build cohesion within and across sentences and paragraphs • **GD** Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements **Vocabulary, Grammar and Punctuation** • Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity

English – whole class reading **Word Reading** • Read aloud and understand the meaning of some of the year 5 and 6 spelling list words • **GD** Read aloud and understand the meaning of most of the year 5 and 6 spelling list words **Comprehension** • Maintain positive attitudes to reading and understanding of what they read • Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • Retrieve, record and present information from non-fiction	**Main text:**  **Comprehension** • Recommend books to peers • Predict what might happen from details stated and implied • Make comparisons within a book • Distinguish between statements of fact and opinion • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • **GD** Recommend books to peers, giving reasons for their choices	**Main text:**  **Comprehension** • Identify and discuss themes and conventions in writing • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • Predict what might happen from details stated and implied • Ask questions to improve their understanding of complex texts • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • **GD** Make comparisons across books	**Main text:**  **Comprehension** • Recommend books to peers • Make comparisons within a book • Distinguish between statements of fact and opinion • Discuss and evaluate how authors use language, including figurative language • Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously • **GD** Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	**Main text:**  **Comprehension** • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence • Distinguish between statements of fact and opinion • Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously	**Main text:**  **Comprehension** • Identify and discuss themes and conventions in writing • Discuss and explore the meaning of words in context • Predict what might happen from details stated and implied • Discuss and evaluate how authors use language, including figurative language • Participate in discussions about books that are read to them and those that can be read for themselves, building on their own and others' ideas and challenging views courteously • **GD** Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	**Main text:**  • Identify and discuss themes and conventions in writing • Discuss and explore the meaning of words in context • Ask questions to improve their understanding of complex texts • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Retrieve, record and present information from non-fiction

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 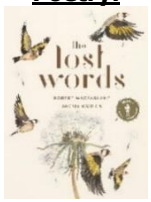

Acorn, Adder and Heron
• Prepare at least 1 poem and 1 play to read aloud and to perform</td>
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 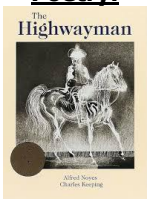

• Prepare at least 1 poem and 1 play to read aloud and to perform
• GD Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
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 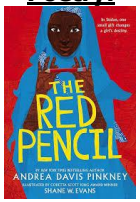

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<td>Maths</td>
<td><u>Number and Place Value</u>
• Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit e.g. what is the value of the '7' in 276,541? Find the difference between the largest and smallest whole numbers that can be made from using three digits
• Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000
• Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
• Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000</td>
<td><u>Number – Multiplication and Division</u>
• Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
• Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-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
• Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000
• Recognise and use square numbers and the notation for squared (2)
• Solve problems involving multiplication and division including using their knowledge of</td>
<td><u>Number – Fractions</u>
• Compare and order fractions whose denominators are all multiples of the same number
• Identify and name equivalent fractions of a given fraction, represented visually, including tenths and hundredths
• Write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
• Add and subtract fractions with the same denominator and denominators that are multiples of the same number
• Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
• Read and write decimal numbers as fractions e.g. 0.71 = 71/100, 8.09 = 8 + 9/?
• Recognise the per cent symbol (%) and understand that per cent 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 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25
• GD Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number e.g. 2/5 + 4/5 = 6/5 = 1 1/5</td>
<td><u>Measurement</u>
• Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)
• Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
• Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes
• Solve problems involving converting between units of time</td>
<td><u>Geometry – Properties of Shape</u>
• Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
• Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
• Draw given angles, and measure them in degrees (°)
• Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
• GD Identify angles at a point and one whole turn (total 360°)
• GD Identify angles at a point on a straight line and 1/2 a turn (total 180°)
• GD Identify other multiples of 90°
• GD Use the properties of rectangles to deduce</td>
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	• Solve number problems and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, interpreting negative numbers and rounding • **GD** Read Roman numerals to 1000 (M) and recognise years written in Roman numerals **Number – Fractions** • Round decimals with two decimal places to the nearest whole number and one decimal place • Read, write, order and compare numbers with up to three decimal places • **GD** Solve problems involving numbers up to three decimal places **Number - Addition and Subtraction** • Add and subtract whole numbers with more than 4 digits, including using formal written methods (column addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Solve addition and subtraction multi-step problems in contexts, deciding which operations	factors and multiples, squares and cubes • Recognise and use cube numbers and the notation for cubed (3) • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates • **GD** Multiply and divide numbers mentally drawing upon known facts • **GD** Establish whether a number up to 100 is prime and recall prime numbers up to 19		• Use all four operations to solve problems involving measure e.g. length, mass, volume, money using decimal notation, including scaling • **GD** Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • **GD** Estimate volume e.g. using 1 cm^3 blocks to build cuboids (including cubes) and capacity e.g. using water **Statistics** • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables	related facts and find missing lengths and angles **Geometry – Position and Direction** • 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

	and methods to use and why • **GD** Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy					
Science	**We are naturalists!** Context: In a recent survey by the BBC, children in Britain were losing language and knowledge about British wildlife. (Lost Words) What British mammals are endangered? **Living Things and their Habitats** • 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 **Animals Including Humans** • Describe the changes as humans develop to old age	**We are engineers!** Context: The engineers at Camp Green Lake want to make a move efficient digging machine. Can you engineer one using gears, pulley or levers? **Forces** • 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	**We are chemists!** Context: Our volcano models need an irreversible chemical reaction to make them erupt. Can we be chemists and find the best reaction? **Changes of Materials** • Compare and group together everyday materials on the basis of their properties, including their solubility • Recognise 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 • Demonstrate that dissolving, mixing and changes of state are reversible changes • Explain that some changes result in the formation of	**We are architects!** Context: We are architects; we need to know what materials are best for building a new London landmark. **Properties of Materials** • Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, conductivity (electrical and thermal), and response to magnets • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	**We are astronomers!** Context: The European Space Agency is looking to send a mission to the Moon. They will need to know where the planets are in relation to each other. **Earth and Space** • 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 **Geography: Locational Knowledge** • Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).	**Consolidation**

			new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda			
	Working Scientifically • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present findings from enquiries, including conclusions and causal relationships in oral and written forms such as displays and other presentations • Identify scientific evidence that has been used to support or refute ideas or arguments • **GD** Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • **GD** Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations					
RE	**Worship** • Know that worship involves feelings of adoration and devotion • Know that worship involves the belief in giving praise to a higher authority • Know worship is a religious activity and an expression of belief • Know why worship is important • Compare different acts of worship • **GD** Give examples of how religious beliefs and practices make a difference in the lives of people and communities • **GD** Identify similarities and differences of belief and practice across religions • **GD** Reflect on something or	**Christianity unit 7: Who Was Jesus? Local and Divine** • Know who Christians believe Jesus to be • Know what evidence Christians base their beliefs upon • Know what meaning the life and death of Jesus has for Christians • **GD** Think about why religious figures are important to people of faith • **GD** Reflect on something or someone who is important to me	**Hinduism unit 4: Gods and Beliefs** • Know how the story of Rama and Krishna helps Hindus understand God • Know how the concepts of good and evil in Hindu stories help Hindus to learn about what is right and wrong • Know what it means to be a Hindu • **GD** Make informed responses to people's values and commitments	**Judaism unit 4: Jewish Life** • Know how the Shema tells Jews to keep their religion alive • Know how life changes for a Jew after their Bar/Bat Mitzvah • Know why the home and Synagogue are equally important in Jewish life • **GD** Give examples of what commitment means in everyday life • **GD** Make informed responses to people's values and commitments	**Islam unit 4: Hajj – the Journey of a Lifetime** • Know what a pilgrimage is • Know why Muslims go on Hajj • Know how the Hajj makes Muslims feel they are all part of one family • Know which stories are associated with the places on Hajj • **GD** Ask questions about the experiences of important people in major religions • **GD** Show how religious believers show commitment through their actions and lifestyle	**Peace** • Know the meaning of the word 'peace' in both secular and spiritual contexts • Know how Martin Luther King's faith led him to fight injustice through peaceful, non-violent protest • Know that Ghandi was a famous politician who campaigned through peaceful, non-violent protest • **GD** Show how similarities and differences within and between religions can make a difference in the lives of people and communities

	someone who is important to me					
PSHE **Being My Best** • **GD** Listen actively and value different viewpoints • **GD** Take responsibility for personal actions and support group decisions	**Health and Wellbeing** • Learn about bereavement, grief and how people deal with loss in different ways. • Explore puberty: physical and emotional changes, and body boundaries.		**Relationships** • Learn about lifelong commitments like marriage and civil partnerships. • Discuss ups and downs in friendships and how to work through them. • Explore how self-respect and self-esteem impact happiness and relationships. • Understand how to judge who to trust and where to go for help.		**Living in the Wider World** • Learn how to respond to common injuries and the basics of first aid. • Revisit all areas and discuss practical risk management skills.	
Computing	**LIFE SKILLS** • Use digital devices to capture video using a range of techniques • Improve video by reshooting and editing • **GD** Consider the impacts of creating and sharing a video	**LIFE SKILLS** • Select, use and combine a spreadsheet and word processing to create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • **GD** Begin to use complex formulae or conditional formatting on a spreadsheet	**DIGITAL LITERACY 1** • Understand the steps needed to remain safe online, including when you need to stop using a device for well-being and mental health • Be able to spot when someone's behaviour online may be harmful • Know the difference between a bot, troll, hoax and scam	**DIGITAL LITERACY 2** • Create vector drawings by combining shapes • Make effective use of the available tools • Use layers and grouping to increase efficiency • **GD** Apply drawing skills independently	**PROGRAMMING** • Design, write and debug an app that accomplish specific goals • Explain how these programs work in terms of algorithms. • Solve complex problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs; • Work with multiple variables and various forms of input and output • **GD** Improve upon the coding project beyond the given instructions • **GD** Debug code written by someone other than themselves	**PROGRAMMING** • Design, write and debug an app that accomplish specific goals, using more complex systems and language • Explain how these programs work in terms of algorithms. • Solve complex problems by decomposing them into smaller parts • Use sequence, selection, and repetition in programs • Work with multiple variables and various forms of input and output
PE	**INDOOR: Types of Training** **OUTDOOR: Tennis**	**INDOOR: Dance** **OUTDOOR: Tag Rugby**	**INDOOR: Gymnastics** **OUTDOOR: Football**	**INDOOR: Netball** **OUTDOOR: Rounders**	**INDOOR: Parkour** **OUTDOOR: Athletics**	**INDOOR: Handball** **OUTDOOR: Forest School**
Music	**Blues**	**Composition notation (Theme: Ancient Egypt)**	**Composition to represent the festival**	**Looping and remixing**	**Musical theatre**	**South and West Africa**

			of colour (Theme: Holi festival)			
French	**French monster pets**	**Shopping in France**	**Verbs in a week**	**Meet my French family**		