



Dovecote Primary and Nursery School – YEAR 5 - Long-Term Overview 2023/2024

Substantive Knowledge, Procedural Knowledge, Key Vocabulary.

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|----------|--|----------|---|---|
| <p>History</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p>To know the origins of the stories of the Legend of Robin Hood. To know reasons surrounding the popularity of the legend. To know the roles of King Richard I and Prince/King John. To know and order the events that happened during the reigns of King Richard I and Prince/King John.</p> <p>To know the role of castles throughout history. To know the physical features of different castles and castle defences.</p> <p>I can use dates and historical language in my work</p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I can use my mathematical skills to understand time scales and order events chronologically, using the correct terms.</p> <p>Key vocab: Robin Hood, legend, myth, King Richard, Prince John, Sherwood, feudal system, conquest, bowman, portcullis, ramparts, trebuchet, mangonel, murder hole, drawbridge, moat, keep, arrow slits, siege, defence, taxes Tudors, monarch, succession, religion, Armada, chronology. Exploration, discovery, environment, conservation, impact. Law. Rules</p> | | <p>To know about the key events of Christopher Columbus' life, specifically the discovery of America. To know how he fits in chronologically into other areas of history. To know about the key events of Scott's exploration to the South Pole and why it was unsuccessful. To know about the key events of Amelia Earhart's life. To know how she fits in chronologically into other areas of history. To know about the role of women at the time and why this makes her achievements impressive. To know about the key events of Percy Fawcett's life and how he fits in chronologically</p> <p>I can describe historical events from the different periods</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>I can appreciate that significant events in history have helped shape the country we have today</p> <p>I can have a good understanding as to how crime and punishment has changed over the years</p> <p>I can explain the role that Britain has had in spreading Christian values across the world (Roman history)</p> <p>I can use multiple sources of information to investigate and understand the past.</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and pas</p> <p>Key vocab: Exploration, Discovery, Environment, Conservation, Impact</p> | | <p>To know who the Romans were and when they were around. To know the origins of Ancient Rome. To know some of the features of the Roman army, To know the impact the Romans had on the modern world, especially Britain. To know the role and history of Queen Boudicca. I can use dates and historical language in my work</p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I can use my mathematical skills to understand time scales and order events chronologically, using the correct terms.</p> <p>I can describe historical events from the different periods</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>I can appreciate that significant events in history have helped shape the country we have today</p> <p>I can have a good understanding as to how crime and punishment has changed over the years</p> <p>I can explain the role that Britain has had in spreading Christian values across the world (Roman history)</p> <p>I can use multiple sources of information to investigate and understand the past.</p> <p>I can appreciate how historical artefacts have helped us understand more about British lives in the present and past</p> | <p>A theme in British history - WW2 To know and discuss the global and local factors that lead to WW2. To know and understand the impact of both the Battle of Britain and the Blitz. To know the events of the holocaust and offer a personal view. To know and compare the British WW2 evacuation system and Kindertransport. To know the impact of both Pearl Harbour and D-day on the outcomes of the war. To know how WW2 ended and discuss the impact on Britain. I can use dates and historical language in my work</p> <p>I can draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.</p> <p>I can use my mathematical skills to understand time scales and order events chronologically, using the correct terms.</p> <p>I can describe historical events from the different periods</p> <p>I can make comparisons between historical periods; explaining things that have changed and things which have stayed the same</p> <p>I can appreciate that significant events in history have helped shape the country we have today</p> <p>I can have a good understanding as to how crime and punishment has changed over the years</p> <p>I can explain the role that Britain has had in spreading Christian values across the world (Roman history)</p> <p>I can use multiple sources of information to investigate and understand the past.</p> <p>I can appreciate how historical artefacts have helped us</p> |



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| | | | | | Key vocab: Roman Empire, Empire, conquer, invasion, Aqueduct, colosseum, Architecture, Centurion, legion, legionnaire, emperor, senate, standard, rebellion, gladiators | understand more about British lives in the present and past. Key vocab: World War 2, Axis, allies, Nazi, evacuation, evacuee, Blitz, propaganda, holocaust, Luftwaffe, RAF, refugee, Kindertransport |



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| <p>Science</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <ul style="list-style-type: none"> - Use practical scientific methods, processes & skills - Understand mixtures & solutions - Methods of separating solids liquids & gases - Demonstrate reversible changes (mixing, dissolving, change in state) - Explain irreversible changes inc. burning, vinegar & bicarbonate of soda <p>To know the definition of mixture and solution and their differences.</p> <p>To know the different features of solids, liquids and gases.</p> <p>To know three different methods of separation (filtering, sieving and evaporating)</p> <p>To know that some changes are reversible and some are irreversible (dissolving, mixing and changes of state)</p> <p>To know what happens when different materials are put together and how certain objects can change state.</p> <p>To know what a magnet is, how it works and which specific materials repel or attract.</p> <p>I can 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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated</p> | <ul style="list-style-type: none"> - Describe differences between life cycles of plants, mammals, amphibians, insects & birds (rainforest animals). <p>To know and describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird</p> <p>To know specific facts about their life cycle.</p> <p>To describe the life process of reproduction in some plants and animals</p> <p>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>I can use my local environment to observe life-cycle changes in a variety of living things</p> <p>I can find out about the work of naturalists and animal behaviourists</p> <p>I can find out about different types of reproduction in plants and animals.</p> <p>Vocab Mammal, insect, amphibian, bird, life cycle, reproduction (sexual and asexual), environment, David Attenborough, Jane Goodall</p> | <ul style="list-style-type: none"> - Forces – gravity, air & water resistance, friction - Use practical scientific methods, processes & skills <p>To know what a force is.</p> <p>To know what gravity is and how it impacts us and the wider world.</p> <p>To know what makes a force unbalanced and the impact that has.</p> <p>To know what friction is and where we see this in everyday life.</p> <p>To know how car tyres and shoe grips work.</p> <p>To know what force is needed to keep a boat floating.</p> <p>To know how density impacts on floating and sinking.</p> <p>To know the names of specific objects that float and sink.</p> <p>To know how air resistance works and how it impacts on objects like parachutes.</p> <p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Vocab Friction, gravity, parachute air resistance, I water resistance,</p> | <ul style="list-style-type: none"> - Compare & group according to state (solid/liquid/gas) - Observe changes in state in relation to heating / cooling including evaporation & condensation in the water cycle - Classify materials according to their properties - Give reasons for uses of materials based on fair testing <p>To know the definition of mixture and solution and their differences.</p> <p>To know the different features of solids, liquids and gases.</p> <p>To know three different methods of separation (filtering, sieving and evaporating)</p> <p>To know that some changes are reversible and some are irreversible (dissolving, mixing and changes of state)</p> <p>To know what happens when different materials are put together and how certain objects can change state.</p> <p>To know what a magnet is, how it works and which specific materials repel or attract.</p> <p>I can 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</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes</p> | <ul style="list-style-type: none"> - Describe changes in humans as they age - Use practical scientific methods, processes & skills <p>To know there are different stages in the growth and development of Humans</p> <p>To know the changes experienced in puberty</p> <p>I can research the gestation periods of other animals and comparing them with humans</p> <p>I can draw a timeline to indicate stages in the growth and development of humans</p> <p>Vocab Puberty, gestation Reproduction, adolescence obese, Toddler, embryo,</p> | |



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| | | with burning and the action of acid on bicarbonate of soda Vocab Solubility, conductivity Transparency, thermal Evaporation, dissolve bicarbonate of soda, thermal filtering, melting, separate | | | associated with burning and the action of acid on bicarbonate of soda Vocab Solubility, conductivity Transparency, thermal Evaporation, dissolve bicarbonate of soda, thermal filtering, melting, separate | |
| | | | | | | |



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| <p>Geography</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p>Use maps, atlases and globes etc.. to look at Sri Lanka. Compare to UK. Similarities and differences. 4 figure grid reference</p> <p>To know how the position of countries in relation to the equator affect temperature/climate</p> <p>To know where Sri Lanka is on a globe.</p> <p>To know which hemisphere Sri Lanka and the UK are in.</p> <p>To name key features of Sri Lanka E.g. waterfalls, rock fortress</p> <p>To know how a four figure grid reference and six figure grid reference works differently to compass points. (link to year 4)</p> <p>To know how digital and computer mapping has evolved over time.</p> <p>I can locate other parts of the world such as Sri Lanka and the Philippines</p> <p>I can compare the UK to Sri Lanka Looking at human and physical geographical features as well as climate.</p> <p>I can compare population, living conditions, poverty</p> <p>I can use the four figure grid references, symbols and keys to build my knowledge of the United Kingdom and the wider world</p> <p>I can begin to use a six-figure grid reference</p> <p>I can use atlases to locate countries and describe features studied</p> <p>I can use digital and computer mapping to locate countries and describe features studied</p> <p>I can use a four and six figure grid reference</p> <p>Vocab: Sri Lanka, hemisphere, equator, United Kingdom</p> | <p>Particular focus on Scotland- link to book.</p> <p>Human and physical geography. Hills, mountains, coasts, land use</p> <p>I know countries, cities and regions of the UK – referring to key physical features particularly in Scotland (linked to Macbeth)- link to year 1 and 2)</p> <p>To know key human and physical features of Scotland E.g. lochs, glens, Bell Rock lighthouse</p> <p>I can locate the UK on a map and explain where it is in relation to the equator, hemispheres and other countries</p> <p>I can locate the countries and capital cities of the UK</p> <p>Vocab United Kingdom, England, Scotland, Wales, Northern Ireland, British Isles, Great Britain, Forest, Woodland, Nature, Naturally occurring</p> | <p>Rivers, Volcanoes, earthquakes</p> <p>Children will have come across volcanoes before</p> <p>To know the structural elements of a river how it is different from other bodies of water.</p> <p>To know that the longest river in the world is the Nile.</p> <p>To know what an earthquake is and how they are caused.</p> <p>To know a recent earthquake that has occurred and the impact related to this</p> <p>To know the structural elements of a volcano and famous disasters around the world.</p> <p>I can build a model or diagram outlining the key features and structures of a river</p> <p>I can carry out research about rivers around the world</p> <p>I can teach others through presentations and posters about earthquakes and their impact on human life</p> <p>Vocab: Source, Bank, Floodplain, Erosion, Meander, Upstream Mouth, Valley, downstream Magma, Dormant, Active, Volcanic, Molten, Ash cloud Eruption, Mantle Equator, divides Aftershock, Epicentre Foreshock, Mainshock, Magnitude, Microquake Richter scale Seismologist, Tremor Tsunami,</p> | <p>Understand the equator, hemispheres and polar circles.</p> <p>Revisit 4 grid references/map reading</p> <p>To explain the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere, and the polar circles</p> <p>I can locate the equator on a globe and explain its significance to countries around the word</p> <p>Vocab: Equator, divides Northern/ Southern Hemisphere Half, Polar circles Arctic, Antarctic</p> | | <p>Compare urban (London) to the Philippines. Only needs to be a short sequence.</p> <p>Understand latitude, longitude, tropics and time zones.</p> <p>To know where the Philippines is on a globe.</p> <p>To be able to explain which hemisphere the Philippines is in,</p> <p>To know the terms ‘longitude’, ‘latitude’, ‘tropics’ and ‘time zones’.</p> <p>To name the key features of the Philippines</p> <p>I can compare urban and rural areas around the world London and Philippines</p> <p>I can solve problems about time zones and travel</p> <p>Vocab: Philippines, hemisphere, longitude, latitude, tropics, time zones, Greenwich mean time, international, tropic of cancer, tropic of Capricorn</p> |



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| <p>Art & Design</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p><u>To know who Andy Goldsworthy is and his style of work.</u></p> <p><u>To know what the terms tapestry, analogue and digital processes mean.</u></p> <p><u>I can record work using digital and analogue processes.</u></p> <p><u>I can experiment with displaying work by creating different tapestries that mix objects and photographs.</u></p> <p><u>I can describe the different qualities involved in modelling, sculpture and construction.</u></p> <p><u>I can plan a sculpture through drawing and other preparatory work.</u></p> <p><u>I can analyse and critique the designs of other artists.</u></p> <p>Tapestry</p> | <p><u>To know how to add effects to my work using shadow, reflection, hatching and cross-hatching.</u></p> <p><u>To know how to gather and use a range of different source materials.</u></p> <p><u>I can use a variety of techniques to add effects to my work including shadow, reflection, hatching and cross hatching.</u></p> <p><u>I can use a variety of source material for my work.</u></p> <p><u>I can work in a sustained and independent way from observation, experience and imagination.</u></p> <p><u>I can explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</u></p> <p>Blend, hard, soft, heavy</p> | <p><u>To know who Banksy is and what he is famous for.</u></p> <p><u>To know what warm and cold colours are.</u></p> <p><u>To know what complimentary and contrasting colours are.</u></p> <p><u>To know what a preliminary study is.</u></p> <p><u>I can talk about the life and work of Banksy.</u></p> <p><u>I can talk about primary and secondary, warm and cold, complementary and contrasting colours.</u></p> <p><u>I can begin to carry out preliminary studies to test media/materials.</u></p> <p><u>I can create imaginative work from a range of sources.</u></p> <p>Colour match, colour mix, warm colours, cold colours, complimentary colours, contrasting colours</p> | <p><u>To know what traditional Japanese printmaking is.</u></p> <p><u>To know the steps needed to practise the following techniques; poly-blocks, relief, mono and resist painting.</u></p> <p><u>I can explain what the following techniques are; poly-blocks, relief, mono and resist painting.</u></p> <p><u>I can join fabrics in different ways, including stitching.</u></p> <p><u>I can use different media to create collage.</u></p> <p><u>I can choose an appropriate printing method and explain the technique.</u></p> <p><u>I can organise my work in terms of pattern, repetition, symmetry or random printing styles.</u></p> <p><u>I can layer prints.</u></p> | | <p><u>To know that ipads can be used to help see and collect information (digital sketchbook).</u></p> <p><u>I can use digital tools to create a digital sketchbook.</u></p> <p>sketchbook, digital,</p> |



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| <p>Computing Knowsley City Learning Centre Computing Scheme of Work</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p><u>To know that computers can be connected together to form systems</u></p> <p><u>To know the role of computer systems in our lives</u></p> <p><u>To know how to use a variety of search engines</u></p> <p><u>To know how search engines select results</u></p> <p><u>To know how search results are ranked</u></p> <p><u>To know why the order of results is important, and to whom</u></p> <p><u>I can explain that systems are built using a number of parts</u></p> <p><u>I can describe the input, process, and output of a digital system</u></p> <p><u>I can explain that computer systems communicate with other devices</u></p> <p><u>I can identify tasks that are managed by computer systems</u></p> <p><u>I can identify the human elements of a computer system</u></p> <p><u>I can explain the benefits of a given computer system</u></p> <p><u>I can make use of a web search to find specific information</u></p> <p><u>I can refine my web search</u></p> <p><u>I can compare results from different search engines</u></p> <p><u>I can explain why we need tools to find things online</u></p> <p><u>I can recognise the role of web crawlers in creating an index</u></p> <p><u>I can relate a search term to the search engine's index</u></p> <p><u>I can order a list by rank</u></p> <p><u>I can explain that a search engine follows rules to rank results</u></p> <p><u>I can give examples of criteria used by search engines to rank results</u></p> <p><u>I can describe some of the ways that search results can be influenced</u></p> | <p><u>To know what makes a video effective</u></p> <p><u>To know that a digital device can be used to record video</u></p> <p><u>To know that video can be captured using a range of techniques</u></p> <p><u>To know that a storyboard is used to plan a video project</u></p> <p><u>To know that video can be improved through reshooting and editing</u></p> <p><u>To know the impact of the choices made when making and sharing a video</u></p> <p>I can explain that video is a visual media format</p> <p>I can identify features of videos</p> <p>I can compare features in different videos</p> <p>I can identify and find features on a digital video recording device</p> <p>I can experiment with different camera angles</p> <p>I can make use of a microphone</p> <p>I can suggest filming techniques for a given purpose</p> <p>I can capture video using a range of filming techniques</p> <p>I can review how effective my video is</p> <p>I can outline the scenes of my video</p> <p>I can decide which filming techniques I will use</p> <p>I can create and save video content</p> <p>I can store, retrieve, and export my recording to a computer</p> <p>I can explain how to improve a video by reshooting and editing</p> <p>I can select the correct tools to make edits to my video</p> <p>I can make edits to my video and improve the final outcome</p> <p>I can recognise that my choices when making a video will impact the quality of the final outcome</p> <p>I can evaluate my video and share my opinions</p> | <p><u>To know that a form can be used to record information</u></p> <p><u>To know the difference between paper and computer-based databases</u></p> <p><u>To know that questions can be answered by grouping and then sorting data</u></p> <p><u>To know that tools can be used to select specific data</u></p> <p><u>To know that computer programs can be used to compare data visually</u></p> <p><u>To know how to use a real-world database to answer questions</u></p> <p>I can create a database using cards</p> <p>I can explain how information can be recorded</p> <p>I can order, sort, and group my data cards</p> <p>I can explain what a field and a record is in a database</p> <p>I can navigate a flat-file database to compare different views of information</p> <p>I can choose which field to sort data by to answer a given question</p> <p>I can explain that data can be grouped using chosen values</p> <p>I can group information using a database</p> <p>I can combine grouping and sorting to answer specific questions</p> <p>I can choose which field and value are required to answer a given question</p> <p>I can outline how 'AND' and 'OR' can be used to refine data selection</p> <p>I can choose multiple criteria to answer a given question</p> <p>I can select an appropriate chart to visually compare data</p> <p>I can refine a chart by selecting a particular filter</p> <p>I can explain the benefits of using a computer to create charts</p> <p>I can ask questions that will need more than one field to answer</p> <p>I can refine a search in a real-world context</p> | <p><u>To know that drawing tools can be used to produce different outcomes</u></p> <p><u>To know that a vector drawing is created by combining shapes</u></p> <p><u>To know that a vector drawing is created by combining shapes</u></p> <p><u>To know how different tools are used to achieve a desired effect</u></p> <p><u>To know that vector drawings consist of layers</u></p> <p><u>To know that grouping objects makes them easier to work with</u></p> <p><u>I can recognise that vector drawings are made using shapes</u></p> <p><u>I can experiment with the shape and line tools</u></p> <p><u>I can discuss how vector drawings are different from paper-based drawings</u></p> <p><u>I can identify the shapes used to make a vector drawing</u></p> <p><u>I can explain that each element added to a vector drawing is an object</u></p> <p><u>I can move, resize, and rotate objects I have duplicated</u></p> <p><u>I can use the zoom tool to help me add detail to my drawings</u></p> <p><u>I can explain how alignment grids and resize handles can be used to improve consistency</u></p> <p><u>I can modify objects to create a new image</u></p> <p><u>I can identify that each added object creates a new layer in the drawing</u></p> <p><u>I can change the order of layers in a vector drawing</u></p> <p><u>I can use layering to create an image</u></p> <p><u>I can copy part of a drawing by duplicating several objects</u></p> <p><u>I can recognise when I need to group and ungroup objects</u></p> <p><u>I can reuse a group of objects to further develop my vector drawing</u></p> <p>Image, vector, shape, line, object, layering, duplicating, grouping</p> | <p><u>To know how selection is used in computer programs</u></p> <p><u>To know that a conditional statement connects a condition to an outcome</u></p> <p><u>To know how selection directs the flow of a program</u></p> <p><u>To know the role of selection within a program</u></p> <p><u>To know the role selection within a program</u></p> <p><u>To know what makes an effective program</u></p> <p>I can recall how conditions are used in selection</p> <p>I can identify conditions in a program</p> <p>I can modify a condition in a program</p> <p>I can use selection in an infinite loop to check a condition</p> <p>I can identify the condition and outcomes in an 'if... then... else...' statement</p> <p>I can create a program that uses selection to produce different outcomes</p> <p>I can explain that program flow can branch according to a condition</p> <p>I can design the flow of a program that contains 'if... then... else...'</p> <p>I can show that a condition can direct program flow in one of two ways</p> <p>I can outline a given task</p> <p>I can use a design format to outline my project</p> <p>I can identify the outcome of user input in an algorithm</p> <p>I can implement my algorithm to create the first section of my program</p> <p>I can test my program</p> <p>I can share my program with others</p> <p>I can identify ways the program could be improved</p> <p>I can identify the setup code I need in my program</p> <p>I can extend my program further</p> | <p><u>To know that a simple circuit can be controlled when connected to a computer</u></p> <p><u>To know why the order of results is important, and to whom</u></p> <p><u>To know that a loop can stop when a condition is met</u></p> <p><u>To know that a loop can be used to repeatedly check whether a condition has been met</u></p> <p><u>To know that setting a condition aids selection</u></p> <p><u>To know how to create a program that controls a physical computing project</u></p> <p><u>I can create a simple circuit and connect it to a microcontroller</u></p> <p><u>I can program a microcontroller to make an LED switch on</u></p> <p><u>I can explain what an infinite loop does</u></p> <p><u>I can connect more than one output component to a microcontroller</u></p> <p><u>I can use a count-controlled loop to control outputs</u></p> <p><u>I can design sequences that use count-controlled loops</u></p> <p><u>I can explain that a condition is either true or false</u></p> <p><u>I can design a conditional loop</u></p> <p><u>I can program a microcontroller to respond to an input</u></p> <p><u>I can explain that a condition being met can start an action</u></p> <p><u>I can identify a condition and an action in my project</u></p> <p><u>I can use selection (an 'if...then...' statement) to direct the flow of a program</u></p> <p><u>I can identify a real-world example of a condition starting an action</u></p> <p><u>I can describe what my project will do</u></p> <p><u>I can create a detailed drawing of my project</u></p> <p><u>I can write an algorithm that describes what my model will do</u></p> |



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|---------|---|---|--|----------|---|--|
| | <p>I can recognise some of the limitations of search engines</p> <p>I can explain how search engines make money</p> <p><u>Information, transfer, system, device, search engine, input, output, ranking, criteria, influence</u></p> | <p>Device, video, capture, edit, manipulate, concept, completion, evaluation</p> | <p>I can present my findings to a group</p> <p>Flat-file, database, data, organise, graph, chart, solve, field, record, grouping, sorting, combine, value, refine, unplugged.</p> | | <p>Selection, conditions, outcome, blocks, environment, algorithm, structure, binary, branching structure, control, interactive, flow, test, implement, evaluate</p> | <p><u>I can use selection to produce an intended outcome</u></p> <p><u>I can test and debug my project</u></p> <p><u>Selection, microcontroller, algorithm, connect, component, conditions, repetition, selection, evaluation</u></p> |



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|---|---|----------|---|---|----------|----------|
| <p>Design & Technology</p> <p>Substantive knowledge</p> <p>Procedural Knowledge</p> <p>Vocabulary</p> | <p>- Mechanisms – levers, pulleys, gears (Draw bridges, trebuchets, catapults etc.)</p> <p>- Use practical scientific methods, processes & skills</p> <p>To know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>levers, gears, resistance, pulleys Galileo, Newton</p> | | <p>To know how to design with a range of initial ideas using computer- aided design (CAD) where appropriate (e.g. CAD for packaging).</p> <p>To know how to explain how a product will appeal to a specific audience and how it meets the purpose through creating their own design criteria.</p> <p>To know how to make a prototype before making a final version.</p> <p>To know and use a range of tools and equipment competently and safely.</p> <p>To know how to collect information from investigating existing products and research using ICT where appropriate.</p> <p>To know key events and individuals that have led to existing products.</p> <p>To know how to apply scientific knowledge to their product design by using pulleys, cams, gears, levers and linkages.</p> <p>I can use IT products to program, monitor and control their products.</p> <p>I can evaluate appearance and function against the design criteria.</p> <p>I can suggest alternative plans using feedback from others; outlining the positive features and draw backs.</p> <p>I can create annotated 3D drawings of their design on isometric or squared paper.</p> <p>I can carry out finishing techniques to enhance the appearance and function of their product.</p> <p>frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent. pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output, Design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype</p> | <p>To know where and how certain foods are processed.</p> <p>I know how to be both hygienic and safe in the kitchen.</p> <p>I can prepare a healthy meal by selecting the appropriate ingredients in the first place (using appropriate cooking techniques).</p> <p>ingredients, yeast, dough, bran, flour, wholemeal, unleavened, baking soda, spice, herbs fat, sugar, carbohydrate, protein, vitamins, nutrients, nutrition, healthy, varied, gluten, dairy, allergy, intolerance, savoury, source, seasonality utensils, combine, fold, knead, stir, pour, mix, rubbing in, whisk, beat, roll out, shape, sprinkle, crumble</p> | | |



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|---------|----------|----------|--|----------|----------|----------|
| | | | Design decisions, functionality, authentic, user, purpose, design specification, design brief, innovative, research, evaluate, design criteria, annotate, evaluate, mock-up, prototype. frame structure, stiffen, strengthen, reinforce, triangulation, stability, shape, join, temporary, permanent. pulley, drive belt, gear, rotation, spindle, driver, follower, ratio, transmit, axle, motor, circuit, switch, circuit diagram, annotated drawings, exploded diagrams, mechanical system, electrical system, input, process, output | | | |



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|-------------------------|---|--|---|
| <p>Languages</p> | <p>Phonetics/Grammar 3C - Definite Articles (The – EL,LA,LOS,LAS) Recommended phonics focus: GA GE GI GO GU Grammar we will learn & revisit: Indefinite articles, high frequency verbs & negative. Revisiting 1st person singular conjugations of high frequency verbs me llamo, tengo, soy and vivo. Differences in Spanish punctuation marks like ¿i</p> <p>Do you have a pet? (I Intermediate Unit) By the end of this unit we will be able to:</p> <ul style="list-style-type: none"> Know the nouns and indefinite articles for 8 common pets. Ask somebody if they have a pet and give an answer back. Say in Spanish what pet we have/do not have and give our pet's name. Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences. <p>To know the name of some animals. To know how to say 'and' and 'but' in Spanish.</p> <p>To know the names of common pets. To know how to put a sentence together using 'but' and 'and'. To know how to ask question about pets.</p> <p>I can say the nouns and indefinite articles for 8 common pets. I can ask somebody if they have a pet and give an answer back. I can say in Spanish what pet I have/do not have and give my pet's name. I can start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.</p> <p>See full vocabulary list for this unit on Language Angels Un perro A dog Tengo I have Un gato A cat No tengo I do not have Un conejo A rabbit Tengo un I have a (masculine) Un hámster A hamster Tengo una I have a (feminine) Un pez A fish Que se llama... That is called Un ratón A mouse Y And Una cotorra A parrot / parakeet Pero But Una tortuga A tortoise</p> | <p>At the Café (I - Intermediate Unit)</p> <p>To know the names of some foods. To know the names of some drinks. To know how to place an order in a café/restaurant and ask for the bill.</p> <p>I can order from a selection of foods from a Spanish menu. I can order from a selection of drinks from a Spanish menu. I can order a Spanish breakfast. I can order typical Spanish snacks. I can ask for the bill. I can create a simple menu in Spanish. I can use previous learning to say hello, goodbye, please and thank you in a café/restaurant.</p> <p>See full vocabulary list for this unit on Language Angels</p> <p>Desayuno En El Café Breakfast in the café Pan Bread ¿Qué quieres? What would you like? La mermelada Jam Quiero... I would like... Un bizcocho Sponge cake Por favor Please Cereales Cereal Un zumo A juice Un trozo de tortilla A piece of tortilla Un café A black coffee De churros Spanish doughnuts Un café con leche A white coffee Tapas Tapas (Spanish starters) Un té A lemon tea Patatas fritas Chips Un té con leche A tea with milk Un sándwich A sandwich Un chocolate caliente A hot chocolate Una coca-cola A coke Un croissant A croissant Una limonada con gas A fizzy lemonade La mantequilla Butter La cuenta por favor The bill please</p> | <p>Clothes (I - Intermediate Unit)</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for a variety of clothes in Spanish. Use the appropriate genders and articles for these clothes. Use the verb LLEVAR in Spanish with increasing confidence. Say what they wear in different weather/situations. Describe clothes in terms of their colour and apply adjectival agreement. Use the possessives with increased accuracy. <p>To know the names of a variety of clothes. To know what LLEVAR is and how to use it in a sentence. To know how to say a sentence about clothing and weather. To know how to describe clothing.</p> <p>I can repeat and recognise the vocabulary for a variety of clothes in Spanish. I can use the appropriate genders and articles for these clothes. I can use the verb LLEVAR in Spanish with increasing Confidence. I can say what people wear in different weather/situations. I can describe clothes in terms of their colour and apply adjectival agreement. I can say any write about clothes. I can use the possessives with increased accuracy.</p> <p>See full vocabulary list for this unit on Language Angels Yo llevo I wear El lunes On Monday Tú llevas You wear El martes On Tuesday Él lleva He wears El miércoles On Wednesday Ella lleva She wears El jueves On Thursday Nosotros llevamos We wear (masculine & mixed group) El viernes On Friday Nosotras llevamos We wear (all feminine group) El sábado On Saturday Vosotros lleváis You all wear (masculine & mixed) El domingo On Sunday Vosotras lleváis You all wear (feminine) Para la escuela llevo... For school I wear... Ellos llevan They all wear (masculine & mixed) Cuando hace buen tiempo llevo... When it is nice weather I wear... Ellas llevan They all wear (feminine) Cuando nieva llevo... When it snows I wear... Cuando estoy de vacaciones llevo... When I am on holiday I wear...</p> |
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| Music | <p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p>To know what is meant by the terms structure and texture.</p> <p>I can perform with accuracy, fluency, control and expression:</p> <p>I can sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction.</p> <p>I can play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style. Structure, pitch, texture.</p> | <p>In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p>To know an increasing range of musical notation and symbols.</p> <p>-</p> <p>I can play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style</p> <p>I can hold a part in an instrumental ensemble and/or a 2part song when others are performing different parts.</p> <p>I can identify how to improve my own performance.</p> <p>I can follow a conductor to achieve accurate starts, endings</p> <p>I can memorise, clap, sing and play back straightforward and syncopated rhythms and melodies, using 2 or more adjacent notes</p> <p><i>Extension (Greater Depth)</i></p> <ul style="list-style-type: none"> • Understand what a scale and arpeggio are, and be able to play two or more on an instrument • Develop skills to gain a music medal, music star award or grade exam • Link sound and symbol for more complex rhythms – single quaver; 2 beat and half beat rests (sniff); syncopated rhythms; ties; dotted notes (3 beats, 1 ½ beats) Structure, Pitch, Ensemble, Loop, Sequence, Sample, | <p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p>To know how to record my own compositions using existing techniques.</p> <p>To know how to use basic notation to write my own compositions down,</p> <p>I can use instruments, voice and/or music technology to compose and record a group or class piece that:</p> <ul style="list-style-type: none"> • Is based on an initial stimulus from an existing piece of music and composing technique. • arranges and combines musical ideas into a carefully planned musical structure • uses a variety of different textures and timbres <p>I can suggest ways to refine the piece and help it communicate more effectively to an audience.</p> <p>I can create a visual plan of the piece, combining accurate visual/graphic notation, with elements of traditional staff music notation where rhythms are simple. Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture, Notation, Visual/Graphic.</p> | <p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p>To know the basic facts about the history of western classical music.</p> <p>I can distinguish through attentive listening to detail, between music from o 17th/18th century o 19th century o 20th/21st century</p> <p>I can identify how developments in musical instrument design and technology have influenced how composers create music</p> <p>I can recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sound .</p> <p>I understand 5-line stave as way of representing pitch:</p> <p>I can link sound with symbol for rises and falls of pitch with note position on the stave, working up and down from one chosen home note</p> <p>I can identify notes on specific lines or spaces on the stave with the relevant letter names for pitch</p> <p>I can recognise signs for sharp, flat and natural notes</p> <p>I can understand how rhythm and pitch can both be represented on a 5-line stave Structure, Pitch, Ensemble, Loop, Sequence, Sample, Texture, Notation, Visual/Graphic.</p> | <p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p>To know what is meant by the terms structure and texture.</p> <p>I can perform with accuracy, fluency, control and expression:</p> <p>I can sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction.</p> <p>I can play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style. Structure, pitch, texture.</p> | <p>- In Harmony appreciate a wide range of music from different traditions, composers and musicians / develop an understanding of the history of music</p> <p>To know an increasing range of musical notation and symbols.</p> <p>I can play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style</p> <p>I can hold a part in an instrumental ensemble and/or a 2part song when others are performing different parts.</p> <p>I can identify how to improve my own performance.</p> <p>I can follow a conductor to achieve accurate starts, endings</p> <p>I can memorise, clap, sing and play back straightforward and syncopated rhythms and melodies, using 2 or more adjacent notes</p> <p><i>Extension (Greater Depth)</i></p> <ul style="list-style-type: none"> • Understand what a scale and arpeggio are, and be able to play two or more on an instrument • Develop skills to gain a music medal, music star award or grade exam • Link sound and symbol for more complex rhythms – single quaver; 2 beat and half beat rests (sniff); syncopated rhythms; ties; dotted notes (3 beats, 1 ½ beats) Structure, Pitch, Ensemble, Loop, Sequence, Sample, |



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| P.E | <p>Football</p> <p>To know running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, tennis, table tennis], and apply basic principles suitable for attacking and defending To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best <p>I can pass, dribble and shoot with control in games.</p> <p>I can identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>I can mark opponents and help each other in defence.</p> <p>I can identify what could be improved in performances and suggest ideas and practices to make them better.</p> <p>I can develop my own game and to be able to agree and teach the rules of it.</p> <p>I know how to make games safe.</p> <p>I can participate in small sided games.</p> <p>Understand the I can understand the importance of warming-up and working on body strength and flexibility.</p> <p>I can begin to lead small groups in warm-up activities.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards,</p> | <p>Gymnastics</p> <p>To know how to develop my flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>To know how to perform dances using a range of movement patterns</p> <p>To know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</p> <p>When sequencing:</p> <ul style="list-style-type: none"> I can create a sequence of up to 8 elements (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; matching shapes and balances) <p>When balancing:</p> <ul style="list-style-type: none"> I can perform balances with control, showing good body tension I can mirror and match partner's balance i.e. making same shape on a different level or in a different place I can explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter balance (pulling away from) I can perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control <p>Jump, roll, slide, still, fast, slow, control, tuck, pike, star, straddle, dish, arch, tight, balance, toes pointed, legs, arms straight, twist, turn, long, crouch, v-sit, fast, slow, together, feet together, feet apart, high, tall, low, warm up, stretch, body parts, effect of exercise on the</p> | <p>Cyber coach fitness-street dance, Bollywood, yoga</p> <p>To know how to perform dances using a range of more complexed movement patterns</p> <p>To know how to know how to compare my performance with previous ones and demonstrate improvement to achieve my personal best</p> <p>When composing:</p> <ul style="list-style-type: none"> I can create longer, challenging dance phrases/dances I can select appropriate movement material to express ideas/thoughts/feelings <p>Develop movement using;</p> <ul style="list-style-type: none"> Actions (WHAT); I can travel, turn, gesture, jump, stillness Space (WHERE); I can use formation, direction, level, pathways Relationships (WHO); I can perform solo/duo/trio, unison/canon/contrast Dynamics (HOW) I can explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; I can use motif, motif development, repetition, retrograde (performing motifs in reverse) I can link phrases to music <p>When performing:</p> <p>I can perform dance to an audience showing confidence and clarity of actions</p> <p>I can show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</p> <p>Show focus, projection, sense of style and musicality (Expressive Skills)</p> <p>I can demonstrate a wide range of dance actions – travel,</p> | <p>Tag-rugby</p> <p>To know running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> To know how to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders, tennis, table tennis], and apply basic principles suitable for attacking and defending To know how to compare their performance with previous ones and demonstrate improvement to achieve their personal best <p>I can pass, dribble and shoot with control in games.</p> <p>I can identify and use tactics to help their team keep the ball and take it towards the opposition's goal.</p> <p>I can mark opponents and help each other in defence.</p> <p>I can identify what could be improved in performances and suggest ideas and practices to make them better.</p> <p>I can develop my own game and to be able to agree and teach the rules of it.</p> <p>I know how to make games safe.</p> <p>I can participate in small sided games.</p> <p>Understand the I can understand the importance of warming-up and working on body strength and flexibility.</p> <p>I can begin to lead small groups in warm-up activities.</p> <p>Roll, throw, catch, retrieve, share, take turns, walk, jog, run, slow, fast, faster, throw, catch, under/over arm, jump, bounce, control, roll, travel, warm-up, cool down, stretch, heart, lungs – breathing, cold, hot, travel, directional language – forwards, backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve, tactical awareness,</p> | <p>Athletics</p> <p>To know that running, jumping, throwing and catching in isolation and in combination</p> <ul style="list-style-type: none"> To know to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] To know that comparing my performance with my previous ones and demonstrate improvement to achieve my personal best <p>When running:</p> <ul style="list-style-type: none"> I can sustain pace over longer distance – 2 minutes I can perform relay change-overs I can identify the main strengths of a performance of self and others I can identify parts of the performance that need to be improved I can perform a range of warm-up exercises specific to running for short and longer distances I can explain how warming up affects performance I can explain why athletics can improve stamina and strength I can set realistic targets for self, of times to achieve over a short and longer distance <p>When jumping:</p> <ul style="list-style-type: none"> I can demonstrate a range of jumps showing power and control and consistency at both take-off and landing I set realistic targets for self, when jumping for distance or height <p>When throwing:</p> <ul style="list-style-type: none"> I can throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus | <p>Striking and fielding - Cricket</p> <p>To know how to take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>To know how to compare my performance with previous ones and demonstrate improvement to achieve their personal best</p> <p>Orientation</p> <ul style="list-style-type: none"> I can draw maps and plans and set trails for others to follow I can use maps to orientate themselves to travel around a simple course. I can use the eight points of the compass to orientate I can plan an orienteering challenge <p>Communication</p> <ul style="list-style-type: none"> I can plan and share roles within the group based on each other's strengths I can understand individuals' roles and responsibilities I can identify roles or ideas if they are not working I can recognise and talk about the dangers of tasks I can recognise how to keep myself and others safe I can respond to feedback on how to go about working differently. <p>Problem Solving</p> <ul style="list-style-type: none"> I can plan strategies to solve problems/plan routes/follow trails/build shelters etc. I can recognise some of the physical demands that activities make on them. I can work on a task independently and overcome any problems showing resilience. |



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| | backwards, side wards, left, right. Positional language – in front, behind, next to, space, attack and defend, skills, tactics and strategies, observe and improve, tactical awareness, | body language – heart pumping, hot, cold, out of breath. Observe, feedback, improve. | turn, gesture, jump and stillness I can demonstrate dynamic qualities – speed, energy, continuity, rhythm I can demonstrate use of space – levels, directions, pathways, size and body shape I can demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact When appreciating: <ul style="list-style-type: none"> • I can show an awareness of different dance styles, traditions and aspects of their historical/social context • I can understand and use dance vocabulary • I can understand why safety is important in the studio Compare and evaluate their own and others' work Beat, rhythm, motif, dance, pose, music, evaluate, improve, perform, space, warm up, slow, fast, spin, low, high, wide, twist, turn, tall, wide, body parts, move, recap, stop, freeze, statue, express, follow, copy, repeat, formation, group, body parts, effect of exercise on the body language – heart pumping, hot, cold, out of breath. Emotions and feelings, observe, feedback, improve. | | <ul style="list-style-type: none"> • I can organise small groups to SAFELY take turns when throwing and retrieving implements • I can set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others Warm-up, stretch, walk, jog, run, sprint, speed, challenge, slow, quick, fast, hop, step, jump, one/two explosive energy, feet together, control, improve, under/over arm, accuracy, observe, improve, accuracy, metres, kilometre, miles, cooperating, safety, anaerobic and aerobic. Analysis of movement, observe, improve, adapt, | |
| PSHE | Being me in my World | Celebrating difference | Dreams and goals | Healthy Me | Relationships | Changing me |



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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| RE | | <p>Unit 5.2 I know the significance of Christmas, Easter, Pentecost and the Eucharist.</p> <p>To know that the Eucharist is an important ritual for Christians and how it works.</p> <p>To know that Christians believe in the Holy Trinity: Father, Son and Holy Spirit.</p> <p>Unit 5.2 I can explain what the elements of the Eucharist represent and how they symbolise key ideas associated with the crucifixion and resurrection of Jesus, e.g. sacrifice, forgiveness, eternal life, salvation.</p> <p>I can use my knowledge of the Fruits of the Spirit to discuss ethical questions, applying my own ideas.</p> <p>Spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, trinity, Holy Spirit community, commitment.</p> | <p>Unit 5.3 To know the main beliefs of Hindus and Muslims about God.</p> <p>To know why Hindus worship Brahman and Muslims worship Allah and why it is important.</p> <p>To know about different ideas and forms of expression in relation to belief about God on Muslim and Hindu life (link to Year 4).</p> <p>To know the five pillars of Islam and their significance.</p> <p>To know some examples of religious teachings and how this influences people's way of life: (ahimsa, H) (daily prayer and Zakat, I).</p> <p>Unit 5.3 I can respond to Hindu and Muslim texts and expression in a creative way.</p> <p>I can reflect and express my opinion on Hindu and Muslim beliefs.</p> <p>I can justify my opinion on whether God is real and what God is.</p> <p>Muslim: Five Pillars, Prophet, Allah, Iman (faith), akhlaq (character/moral conduct) Hindu: murtis, Brahman, gods and goddesses, ahimsa Non-religious: atheist, agnostic</p> | <p>Unit 5.4 To know how spiritual ideas are expressed through art and architecture in religious buildings.</p> <p>To know how religious charities enact values of justice and compassion (Tzedek, Sewa International, Christian Aid and Muslim Hands).</p> <p>To know places of worship are created to glorify God.</p> <p>Unit 5.4 I can explain what matters in different religions about worship and about generosity or charity.</p> <p>I can reflect on my views on how much value should be put into a place of worship versus into acts of charitable kindness and justice.</p> <p>Spiritual, Golden Rule, charity, karma, dharma, Ummah, devotion, compassion, community, commitment, values.</p> | | <p>Unit 5.1 To know why Martin Luther King (BLM link), William Booth (Sneinton/Salvation army), Paul Stephenson (Bristol boycott BLM), St Teresa/Mary Secole are significant leaders and how they have contributed to modern life.</p> <p>To know why Zara Mohammed (I), Justin Welby (C), are significant religious leaders and how they have contributed to modern life.</p> <p>Unit 5.1 I can use research skills to deepen my understanding of these leaders.</p> <p>I can explain how a person's religious values influenced their decision making.</p> <p>I can find commonalities from leaders from two different backgrounds.</p> <p>I can explain how these figures have influenced other people and brought about change.</p> <p>I can explain what makes a person inspiring based on my learning about these figures.</p> <p>I can use my research and understanding to share this information with others, e.g. presentation, compose a speech etc</p> <p>I can explain how a religious figure's values are reflected in their lives and actions.</p> <p>I can consider how the values of these leaders resonate with my beliefs.</p> <p>Religion, Muslim, Christian, holiness, spiritual, inspiration, vision, symbol, community, commitment, values.</p> |