

2024-2025

Year 5 LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Experiences/ Opportunities	Greek Day - Portals to the past.		Mayans	Wisley	Ironbridge residential	
Reading	<p>Who let the gods out</p>  <p>National Geographic: Everything Mythology</p> 	<p>Mythologica</p>  <p>You wouldn't want to be a slave in Ancient Greece</p> 	<p>The Polar Bear Explorers Club</p>  	<p>Shackleton's Journey</p>  <p>Amazing Expeditions: Journeys that changed the world</p>	<p>Cogheart</p> 	
<p>Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet</p> <p>Pupils should be taught to maintain positive attitudes to reading and an understanding of what they read by:</p>						

	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *increasing 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 *recommending books that they have read to their peers, giving reasons for their choices *identifying and discussing themes and conventions in and across a wide range of writing *making comparisons within and across books *learning a wider range of poetry by heart *preparing 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 <p>Pupils should be taught to understand what they read by:</p> <ul style="list-style-type: none"> *checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *predicting what might happen from details stated and implied *summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction *participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary *provide reasoned justifications for their views 		
Writing	Writing to Inform:	Writing to Inform:	Writing to Inform:



Descriptive writing of Greek gods and mythical creatures
Non-fiction writing based on ancient Greek Life

Structure of ancient Greek myths - planning and writing own Greek myth

Writing to Entertain:



First Person narrative based on Shackleton's Journey
Poetry

Writing to Persuade:



Interview process



Writing to entertain:



The Polar Bears Explorers Club

Non-chronological reports
Newspaper report



Information text on Zeppelins
Inventions:
Whitby Abbey: Setting description

Writing to entertain:



Cogheart writing opportunities

Writing to Persuade:



Blists Hill Radio adverts
Formal Letter writing: Ironbridge

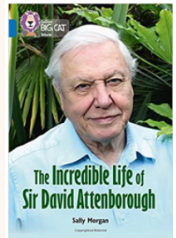
	Letter of application					
SPAG	<p><u>SPAG Focus:</u></p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-)</p> <p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must)</p> <p><u>Text</u> Devices to build cohesion within a paragraph (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>		<p><u>SPAG Focus:</u></p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-)</p> <p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that</p> <p>Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must)</p> <p><u>Text</u> Devices to build cohesion within a paragraph (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>		<p><u>SPAG Focus:</u></p> <p><u>Word</u> Converting nouns or adjectives into verbs using suffixes (-ate; -ise; -ify) Verb prefixes (dis-, de-, mis-, over- and re-)</p> <p><u>Sentence</u> Relative clauses beginning with who, which, where, when, whose, that</p> <p>Indicating degrees of possibility using adverbs (perhaps, surely) Modal verbs (might, should, will, must)</p> <p><u>Text</u> Devices to build cohesion within a paragraph (then, after that, this, firstly) Linking ideas across paragraphs using adverbials of time</p> <p><u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity</p>	
Maths	Place Value Addition and Subtraction Multiplication and Division Fractions A -		Multiplication and Division Fractions B Decimals and percentages Perimeter and area Statistics		Shape Position and Direction Decimals Number - negative numbers Converting units Measurement - Volume	
Science	<u>Earth, Moon and Sun</u> The planets orbit and rotation	<u>Sound</u> • Find patterns between the pitch of a sound and features of	<u>Materials</u> *Compare and group together everyday materials based on	<u>Forces</u> Magnets *Describe magnets as having two poles.	<u>Life Cycles- Reproduction - plants</u> *To understand plants:	<u>Life Cycles- Reproduction - animals and insects</u>

	<p>Distance from the sun (and what this means), number of moons etc</p> <p>Answer questions/give information about the scientists who first observed the Earth's movement around the sun.</p> <p>To understand that the Earth rotates on its axis.</p> <p>Describe the movement of the earth relative to the sun (rotation)</p> <p>Understand that the earth revolves around the sun.</p> <p>Describe the movement of the earth relative to the sun (revolution)</p> <p>Understand why the effect of the earth's movement on season is more acute at the equator.</p> <p>Explain why the moon's movement affects the tides of oceans and seas on earth.</p>	<p>the object that produced it.</p> <ul style="list-style-type: none"> • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. 	<p>evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets.</p> <p>*Understand how some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>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>*Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>* Explain that some changes result in the formation of new</p>	<p>* Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Forces</p> <p>* Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>* Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces.</p> <p>*Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</p> <p>* Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p> <p>*Understand that some mechanisms including levers, pulleys and gears, allow a smaller force</p>	<p>the function of each part of the flower.</p> <p>*Relate the life cycle of a plant to that of other living things e.g. animals</p> <p>*Draw and describe the process of reproduction in some plants.</p> <p>*Explain the similarities and differences between the process of reproduction in plants and animals.</p> <p>*Describe the different processes of seed dispersal used by a plant during its life cycle.</p> <div data-bbox="1554 935 1818 1075" data-label="Image"> </div>	<p>*Describe the changes as humans develop to old age.</p> <p>*Draw and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>*Compare and contrast the life cycles of different living things. Explain similarities and differences.</p> <p>*Relate the reproduction of plants to knowledge of the life cycle of insects/birds/mammals.</p> <p>*Identify how animals and plants are adapted to suit their environment in different ways and how that adaptation may lead to evolution.</p> <p>*Describe how animals and plants are suited to the environments in which they are found.</p>
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Explain how we can predict times of high and low tide.
 Children to learn the names and phases of the moon.
 Phases of the moon



The moon's movement in relation to the sun



Planetarium



100 things to know about space



materials, and that this kind of change is not usually reversible, including changes associated with burning, oxidation and the action of acid on bicarbonate of soda.

to have a greater effect.



*Illustrate how animals and plants adapt to environments in different ways.
 *Compare and contrast different types of adaptation.
 *Explain and give examples of the idea of adaptation.
 *Explain why may lead to evolution.

<p>Geography</p>		<p><u>South America</u></p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Name and locate the countries of South America and identify their main physical and human characteristics.</p> <p>S. America: location compared to Europe pg.172</p> <ul style="list-style-type: none"> - S. America climate zones - S. America countries - S. America: population / rivers / mountains <p>Describe and understand key aspects of:</p> <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including</p>		<p><u>Biomes</u></p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Biomes and climate zones - Tundra & Taiga</p> <p>Ocean Currents</p> <p>Map features</p> <p>4 figure grids</p>		<p><u>Guildford/Ironbridge</u></p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. (Ironbridge shop and visitor survey)</p> <p>- Investigate: possible 'deep' or 'advanced' task</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses</p>
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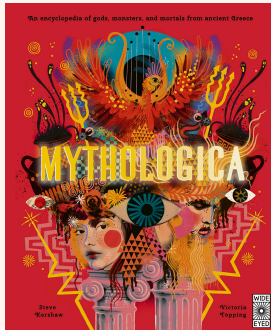
		energy, food, minerals, and water supplies.				standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
History	<p>Ancient Greece <i>How was Ancient Greek life different from our own? What effect did it have on the western world?</i></p> <ul style="list-style-type: none"> • Give a broad overview of life in Britain from mediaeval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. <p>Describe the main changes in a period of history (using terms such as: social, religious, political,</p>		<p>The Maya <i>What was everyday life like in the Maya civilisation compared to the Saxons and how do we know? Who was the better civilization: the Vikings, or the Maya?</i></p> <ul style="list-style-type: none"> • Compare some of the times studied with those of the other areas of interest around the world. • Describe the social, ethnic, cultural or religious diversity of past society. <p>Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</p> <p>Use appropriate historical vocabulary</p>		<p>Victorians What were the benefits and disadvantages of the Industrial Revolution?</p> <ul style="list-style-type: none"> • Identify periods of rapid change in history and contrast them with times of relatively little change. industrial Revolution <p>Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.</p> <ul style="list-style-type: none"> • Use original ways to present information and ideas. <p>Victorians, innovations and industry (Home investigation)</p> <p>Use appropriate historical vocabulary to communicate, including:</p>	

technological and cultural).
Use appropriate historical vocabulary to communicate, including:

- dates
- time period
 - era
- chronology
- continuity
 - change
 - century
 - decade
- legacy.

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<p>Art</p>		<p>Lorien Stein Develop Ideas</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Taking inspirations from the greats</p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both</p>		<p>Mayan Artist Develop Ideas</p> <p>Develop and imaginatively extend ideas from starting points throughout the curriculum.</p> <p>Collect information, sketches and resources and present ideas imaginatively in a sketchbook.</p> <p>Use the qualities of materials to enhance ideas.</p> <p>Spot the potential in unexpected results as work progresses.</p> <p>Master Techniques</p> <p><u>Painting</u></p> <p>Sketch (lightly) before painting to combine line and colour.</p> <p>Create a colour palette based upon colours observed in the natural or built world.</p>		<p>Charles Rennie Mackintosh Sculpture Develop Ideas</p> <p>Develop ideas from starting points through the curriculum.</p> <p>Collect information, sketches and resources. Adapt and refine ideas as they progress.</p> <p>Explore ideas in a variety of ways.</p> <p>Comment on artworks using visual language.</p> <p>Master Techniques</p> <p><u>Sculpture</u></p> <p>Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</p>
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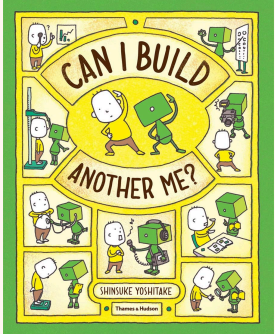
		<p>society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Focus Artist: Lorien Stern</p>		<p>Use the qualities of watercolour and acrylic paints to create visually interesting pieces.</p> <p>Combine colours, tones and tints to enhance the mood of a piece.</p> <p>Use brush techniques and the qualities of paint to create texture.</p> <p>Develop a personal style of painting, drawing, based on ideas from other artists.</p> <p>Taking inspirations from the greats</p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p>		<p>Use tools to carve and add shapes, texture and pattern.</p> <p>Combine visual and tactile qualities.</p> <p>Use frameworks (such as wire or moulds) to provide stability and form. Modrock flowers</p> <p>Taking inspirations from the greats</p> <p>Give details (including own sketches) about the style of some notable artists.</p> <p>Show how the work of those studied was influential in both society and to other artists.</p> <p>Create original pieces that show a range of influences and styles.</p> <p>Focus Artist: Charles Rennie -Mackintosh</p>
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				<p>Create original pieces that show a range of influences and styles.</p> <p>Focus Artist: Dan Fenelon</p>	
DT		<p><u>Ancient Greece - marble labyrinths</u> Construction</p> <p>Take inspiration from design throughout history.</p> <ul style="list-style-type: none"> • Look at old fashioned marble maze games, what helps them to work (gravity)? what is appealing? Colour? design? Complexity? <p>Master Practical Skills</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). <p>Design, make, evaluate and improve</p>		<p><u>Shackleton - making energy bars for a polar scientist.</u> Food</p> <p>Take inspiration from modern day design</p> <ul style="list-style-type: none"> • Take inspiration from existing products (energy bars). Examine packaging, taste the items. Think about a product's purpose, the users and how it is designed. <p>Master Practical Skills</p> <ul style="list-style-type: none"> • Demonstrate a range of baking and cooking techniques. • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). 	<p><u>Ironbridge - make cloth bags to carry Jackfields tiles.</u></p> <p>Textiles and Materials</p> <p>Take inspiration from design throughout history.</p> <ul style="list-style-type: none"> • Examine examples of soft cloth bags from victorian era. What stitching was used? What material? Why is it effective? what could be improved? • Look at more modern day examples of bags/purses. Pay attention to fastenings, stitching, material etc. <p>Master Practical Skills</p> <ul style="list-style-type: none"> • Cut materials with precision and refine

		<ul style="list-style-type: none"> • Make labyrinths. Wooden structures. • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding) • Assess the effectiveness of the product, evaluate and think about changes that could be made to improve 		<ul style="list-style-type: none"> • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Create and refine recipes, including ingredients, methods, cooking times and temperatures. • Taste and assess flavour, energy giving properties, ease of cooking, changes to product or to the process of making it. 		<p>the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</p> <ul style="list-style-type: none"> • Choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). • Create objects (such as a cushion) that employ a seam allowance. • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). <p>Design, make, evaluate and improve</p> <ul style="list-style-type: none"> • Show an understanding of the qualities of materials
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						<ul style="list-style-type: none"> • Choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <ul style="list-style-type: none"> • Use precise measurements to ensure the bag is fit for purpose. • Assess/evaluate effectiveness of item created. suggested changes to improve the item).
Computing	<p>Search engines (5 lessons) Learning about how page rank works and how to identify inaccurate information.</p> <p>Online Safety Online protection</p>	<p>Programming music (5 lessons) Sonic Pi Building-on programming and music skills to create different sounds, beats and melodies which are put to the test with a Battle of the Bands performance!</p> <p>Online Safety Online communication</p>	<p>Mars Rover 1 (5 lessons) Learning about the Mars Rover, exploring how and why it transfers data including instructions, and how messages can be sent using binary code.</p> <p>Online Safety Online reputation</p>	<p>Micro:bit (5 lessons) Creating algorithms and programs that are used in the real world. Using the 'predict, test and evaluate' cycle to create and debug programs with specific aims.</p> <p>Online Safety Online bullying</p>	<p>Stop motion animation (5 lessons) Creating animations, storyboard ideas and decomposing a story into small parts before putting it together to create the illusion of a moving image.</p> <p>Online Safety Online health</p>	<p>Mars Rover 2 (5 lessons) Exploring how the Mars rover: moves, follows instructions, collects and sends data; understanding how computers work, what data is and how it is transferred.</p> <p>Online Safety</p>
PE	Cricket	Netball	Sportshall athletics	Dance	Athletics	Tennis

	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> • Show control in take off and landings when jumping. • Throw accurately and refine performance by analysing technique and body shape (medicine ball and soft javelin). • Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team. 	<ul style="list-style-type: none"> • Combine sprinting with low hurdles over 60 metres. • Choose the best pace for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape (shotput and howler). • Compete with others and keep track of personal best performances, setting targets for improvement. 	<ul style="list-style-type: none"> • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations.
Dance	<ul style="list-style-type: none"> • Compose creative and imaginative dance sequences. • Perform expressively and hold a precise and strong body posture. 					

	<ul style="list-style-type: none"> • Perform and create complex sequences. • Express an idea in original and imaginative ways. • Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. • Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands). 					
PSHE	<p>Physical health and wellbeing: In the media.</p>  <p>In the media</p> <p>Pupils learn: that messages given on food adverts can be misleading the risks associated with an inactive lifestyle (including obesity). how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about role models about how the media</p>	<p>Identity, society and equality: Stereotypes, discrimination and prejudice.</p> <p>Stereotypes, discrimination & prejudice</p> <p>Pupils learn: about stereotyping, including gender stereotyping workshop from Diversity Role Models or Equaliteach about prejudice and discrimination and how this can make people feel</p>	<p>Keeping safe and managing risk: Making safer choices.</p> <p>Managing safer choices</p> <p>Pupils learn: about keeping safe online That people sometimes behave differently online, including by pretending to be someone they are not. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous How to critically consider their online friendships and sources of information</p>	<p>Mental health and emotional wellbeing: Dealing with feelings.</p> <p>Dealing with feelings</p> <p>Pupils learn: about a wide range of emotions and feelings and how these are experienced in the body about times of change and how this can make people feel about the feelings associated with loss, grief and bereavement</p>	<p>Drug, alcohol and tobacco education: Different influences.</p> <p>Different influences</p> <p>Pupils learn: about the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis about different influences on drug use – alcohol, tobacco and nicotine products strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol</p>	<p>Careers, financial capability and economic wellbeing: Borrowing and earning money.</p> <p>Puberty</p> <p>Lesson1 Talking about puberty Lesson 2 Reproductive system Lesson 3 Help and support</p> <p>Careers, financial capability & economic well being Borrowing & Earning money</p> <p>Pupils learn: that money can be borrowed but there are risks associated with this about enterprise what influences people's</p>

	<p>can manipulate images and that these images may not reflect reality</p>		<p>including awareness of the risks associated with people they have never met. How information and data is shared and used online. How to be a discerning consumer of information online including understanding that information from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online. that violence within relationships is not acceptable about problems that can occur when someone goes missing from home</p>			<p>decisions about career</p>
<p>Music Yellow = Listening</p>	<p>English Folk Song Suite, <u>Vaughan Williams</u> (20th Century) Symphonic Variations on an African Air, <u>Coleridge-Taylor</u> (20th Century) Music led by outside agency - dancing and singing techniques</p>	<p>This Little Babe from Ceremony of Carols, <u>Britten</u> (20th Century) Jai Ho from Slumdog Millionaire, <u>A. R. Rahman</u> (21st Century) Music led by outside agency - dancing and singing techniques</p>	<p>O Euchari, <u>Hildegard</u> (Early) Hallelujah from Messiah, <u>Handel</u> (Baroque) Music led by outside agency - dancing and singing techniques</p>	<p>Rondo alla Turca, <u>Mozart</u> (Classical) Symphony No. 5, <u>Beethoven</u> (Classical) Music led by outside agency - dancing and singing techniques</p>	<p>Night on a Bare Mountain, <u>Mussorgsky</u> (Romantic) Mars from The Planets, <u>Holst</u> (20th Century)</p>	<p>Bolero, <u>Ravel</u> (20th Century) For the Beauty of the Earth, <u>Rutter</u> (20th Century) Night Ferry, <u>Anna Clyne</u> (21st Century) Music led by outside agency - dancing and singing techniques</p>

					Music led by outside agency - dancing and singing techniques	
RE	How did the church begin?	Why should Hindus have a good life?	What do Christians believe about creation? (unit coming)	Why is the idea of Rescue so important to Christians?	What helps Muslims to live a good life?	What can be done to reduce racism? Can RE help? OR Is life a journey?
Forest School/ Outdoor Learning	Fire circle safety and FS rules. Mud exploration Bug hunting	Leaf art Tool use Seasonal changes	Shelter building Tracking	Bird feeders Wild art Plant it, grow it, eat it	Plant it, grow it, eat it Stick exploration Tool use	Seasonal changes Fire lighting