

Year group	5	Academic year	2025-2026	Teacher(s)	Miss Downing	
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Main Class Novel	<p><i>CONTEMPORARY</i></p> <p><i>Windrush Child</i> - Benjamin Zephaniah</p> <p><i>Supports prior reading of The Boy at the Back of the Class in year 4</i></p>	<p><i>CONTEMPORARY</i></p> <p><i>Mayowa and the Sea of Words</i></p> <p><i>By Chibundu Onuzo</i></p>	<p><i>SHAKESPEARE/ CLASSIC: Romeo and Juliet</i></p> <p><i>Introduction to Shakespeare in Reception - stories taught every year.</i></p> <p><i>Short versions:</i></p> <p><i>Robinson Crusoe</i></p> <p><i>Black Beauty</i></p> <p><i>Gulliver's Travels</i></p>	<p><i>DIVERSITY</i></p> <p><i>Pig Heart Boy</i> - Malorie Blackman</p>	<p><i>Year 5 Literacy Event Book</i></p>	<p><i>CONTEMPORARY</i></p> <p><i>Outlaw - Michael Morpurgo</i></p> <p>JENNIFER TO CHOOSE NEW ONE</p>
Poetry	<p><i>The Lonely Traveller</i> by Andrea Brown</p>	<p>Poetry: <i>The Eagle</i> - Alfred Tennyson</p>		<p><i>The Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain</i> by Katherine Rundell</p>	<p><i>This Rock, That Rock - Poems between you and the moon</i> - Dom Conlon</p>	
Picture Book	<p><i>The Proudest Blue: A story of Hijab and Family</i></p>	<p><i>Picture Book: First to</i></p>	<p><i>Migration</i> <i>Mike Unwin and Jenni Desmond</i></p>	<p><i>Illegal - Eoin Colfer</i> <i>On a Beam of Light- A story</i></p>	<p><i>Hidden Figures - True story of four black women and the space race</i></p>	<p><i>The pebble in my pocket - A history of Earth</i> by</p>

The Grove Primary School: **Yearly overview**

	<p><i>Book by Ibtihaj Muhammad</i></p>	<p><i>the Top: Sir Edmund Hillary's Amazing Everest Adventure Hardcover - May 1, 2016</i></p>		<p><i>of Albert Einstein Children of the World - Nicota Edwards</i></p>		<p><i>Meredith Hooper</i></p>
<p>Everyone's Welcome Text</p>	<p>Stevie Wonder (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara</p>	<p>Acceptance is my Superpower: A children's Book about Diversity and Equality</p>	<p>The cow who Climbed a Tree by Gemma Meino (Trying new things)</p>	<p>Perfectly Imperfect Stories: Meet 29 inspiring people and discover their mental health stories: by Leo Potion</p>	<p>All the Ways to be Smart. by Davina Bell</p>	<p>The Thing by Simon Puttock and Daniel Egneus (life in a new Country/Friendship and the meaning of life)</p>
<p>Memorable learning</p>	<p><i>Baghdad Project Box from the library</i></p> <p><i>Farm trip</i></p>	<p><i>History Detectives Museum Session</i></p>	<p><i>Felt Making Art session with CLS- Link to area of class interest</i></p>		<p><i>Art - Aboriginal art of Australia with Creative Learning Services</i></p>	<p><i>Victorian Homes - Artefacts in school</i></p>

The Grove Primary School: **Yearly overview**

<p>Creative writing:</p>	<p>Refugee leaving pic</p>	<p>Residential postcard when we went to Leeds farm.</p>	<p>- Rocket launch - meet an astronaut pic.</p>	<p>- Cinema trip that transports you to another world. - Debate: Should we scrap school uniform?</p>	<p>- My mystery box: Any book to jump into and change the story.</p>	
<p>English Writing</p>	<p>The Journey by Francesca Sanna Text Type - Narrative Genre - Story - New Start Refugees - Text Type - Non-Fiction Genre - Speech.</p>	<p>The Christmas Star Everest by Sanga Ma Francis -Non-chronological Report</p>	<p>Gorilla by Anthony Browne Text Type - Narrative Genre- Story David Attenborough Text Type - Non-Fiction Genre- Biography</p>	<p>Screen Use Text Type - Non-Fiction Genre- Balanced Argument</p>	<p>One Small Step by Taiko Studios Text Type - Narrative Genre - Science Fiction The Highwayman - Alfred Noyes - poem</p>	<p>Mars Transmission Text Type - Non-Fiction Genre - Journal 2 week: The Malfesance Poem (JC)</p>
<p>Grammar/Spelling</p>	<p>Converting nouns or adjectives into verbs using suffixes like -ate, -ise, -ify Using relative clauses starting</p>	<p>Showing degrees of possibility using adverbs or modal verbs Using words and phrases to</p>	<p>Linking ideas across paragraphs using adverbials of time, place, and number, or tense choices.</p>	<p>Using commas to clarify meaning</p>	<p>Brackets, dashes, commas. Modal verbs, determiners, conjunctions.</p>	<p>Recap of all.</p>

The Grove Primary School: **Yearly overview**

	with who, which, where, when, whose, that	build cohesion within a paragraph	Using brackets, dashes, or commas to indicate parenthesis			
Maths	First 3 Days Place Value Addition and Subtraction	Multiplication and Division Multiplication and Division Geometry	Fractions, Decimals and Percentages	Measurement Fractions, Decimals and Percentages Fractions, Decimals, Percentages	Geometry Position/Direction Statistics	Statistics Consolidation/ Four Operations Consolidation/ Four Operations
Science Big Question	1. How does our body change over time?	2. Why do materials have different properties and states of matter?	3. What would happen to living things without a lifecycle?	4. How does gravity affect our planet?	5. What is in our solar system?	6. How are humans affecting Earth's atmosphere?
Science	<b>The Human Body</b> 1. Human Growth Stages 2. Adolescence and Puberty 3. Slowing Down 4. Growth in Humans and Animals	<b>Materials</b> 1. Properties of Materials 2. Which material is best? 3. Solubility - which materials are most soluble	<b>Living Things</b> 1. Life cycles of plants and animals in our local area 2. Reproduction in Plants 3. Life cycles of Mammals and Amphibians	<b>Forces</b> 1. Forces including gravity 2. Air resistance, water resistance and friction	<b>Astronomy</b> 1. The Big Bang and the expanding universe 2. Gravity 3. Our Solar System 4. The Moon 5. Our Galactic neighbourhood	<b>Meteorology</b> 1. Meteorology and the Atmosphere 2. The Ozone Layer 3. Air Movement 4. Cold and Warm Fronts

The Grove Primary School: **Yearly overview**

	<p>5. Preparation for Assessment (research and scientific drawing)</p> <p>Science enquiry: Observation</p>	<p>what solubility means</p> <p>4. Separating mixtures - sieving, filtering, evaporating</p> <p>5. Reversible changes - dissolving, mixing. Changing of state.</p> <p>Science enquiry: Testing/ Pattern seeking.</p>	<p>4. Life cycles of insects and birds</p> <p>5. The work of David Attenborough and Jane Goodall</p> <p>Science enquiry: Observation - tad poles? And classification of animals.</p>	<p>3. Guided investigation: Paper Drop</p> <p>4. Guided investigation: Paper Drop</p> <p>5. Pulleys, gears and levers</p> <p>Science enquiry: Testing</p>	<p>Science enquiry: Classifying (Jovian and terrestrial planets).</p>	<p>5. Thunder and Lightning EOY QUIZ</p> <p>Science enquiry: ??</p>
Physical Education	<p>Fitness</p> <p>Hockey</p>	<p>Tennis</p> <p>Dodgeball</p>	<p>Swimming</p> <p>Dance</p>	<p>Swimming</p> <p>Basketball</p>	<p>Athletics</p> <p>Cricket</p>	<p>Football</p> <p>OAA</p>
Computing	<p>Computing systems and networks</p> <p>Search engines</p>	<p>Data Handling</p> <p>Mars Rover 1 (3 lessons: 1, 2 and 4)</p>	<p>Creating Media</p> <p>Stop motion animation</p>	<p>Programming</p> <p>Programming music (Option 1: Sonic Pi) (Option 2: Scratch)</p>	<p>Online Safety</p> <p>Online Safety Y5 (3 lessons: 1, 4 and 5)</p>	

The Grove Primary School: **Yearly overview**

	<p>(Option 1: Google)</p> <p>(Option 2: Microsoft Office 365)</p> <p>(4 lessons : 1 - 4)</p> <p>Lesson 1: Searching basics</p> <p>Lesson 2: Inaccurate information</p> <p>Lesson 3: Web quest</p> <p>Lesson 4: Information poster</p>	<p>Lesson 1: Mars Rover</p> <p>Lesson 2: Binary Code</p> <p>Lesson 4: Using binary - numbers</p>	<p>(Option 1: Stop Motion Studio)</p> <p>(Option 2: with cameras)</p> <p>(4 lessons: 1-4)</p> <p>Lesson 1: Animation explored</p> <p>Lesson 2: Exploring stop motion</p> <p>Lesson 3: Planning my stop motion project</p> <p>Lesson 4: Stop motion creation</p>	<p>(4 lessons: 1-4)</p> <p>Lesson 1: Tinkering with Sonic Pi</p> <p>Lesson 2: Sonic soundtracks</p> <p>Lesson 3: Musical storytelling</p> <p>Lesson 4: Live loops</p>	<p>Lesson 1: protection</p> <p>Lesson 4: Online bullying</p> <p>Lesson 5: Online health</p>	
<p>Geography Big Question:</p>	<p>How do maps help locate places?</p>	<p>How are different mountains located?</p>			<p>What are the physical and human features of New Zealand?</p>	<p>What would I find in my local area?</p>
<p>Geography:</p>	<p><b>Spatial Sense</b></p> <p>1. Maps: dividing the world into sections.</p> <p>2. Eastern and Western hemispheres</p>	<p><b>Mountains</b></p> <p>1. Mountains and The Alps (Merge lesson 1&amp;2).</p> <p>2. The High Peaks of the Himalayas</p>			<p><b>New Zealand</b></p> <p>1. New Zealand and the south pacific location and physical geography.</p>	<p><b>Local Study</b></p> <p>1. Midland's settlement (From UK Geog unit, L3).</p> <p>2. Geography of the local</p>

The Grove Primary School: **Yearly overview**

	<p>3. Maps: using co-ordinates to locate places. 4. Maps: drawn to different scales. 5. Relief maps</p>	<p>3. American Mountains 4. African Mountains</p>			<p>2. The history of New Zealand - The Maori. 3. Earthquakes. 4. Climate, Biomes and animals. 5. South Pacific Island.</p>	<p>area and Sketch Maps (Fieldwork) (Merged 1 and 2). 3. Local Issues 4. Data Collection (Fieldwork) and Graphing data. (Merged 4 &amp; 5). EOY Quiz</p>
<p>History Big Question:</p>	<p>Why is Baghdad important to Muslims?</p>	<p>Do British Values extend further than Great Britain?</p>	<p>How did Napoleon's values and motivation change, over the course of the French Revolution?</p>	<p>What has Great Britain learned from the slave trade and how has this impacted on policies and human rights today?</p>	<p>How did British inventions revolutionise the world?</p>	<p>Why was the Victorian era a time of great prosperity for some and a time of hardship for others?</p>
<p>History</p>	<p>Baghdad c.900 CE  1. Chronology 2. The Rise of Islam 3. Baghdad: A City of Peace</p>	<p>The Early British Empire  1. The British Empire 2. Global Trade 3. The Mughal</p>	<p>The French Revolution  1. Life in France before the Revolution 2. Louis XVI and Marie Antoinette 3. Napoleon 4. Battle of Trafalgar</p>	<p>The Transatlantic Slave Trade  1. The Origins of the Transatlantic Slave Trade</p>	<p>The Industrial Revolution  1. The Industrial Revolution 2. Cotton Production 3. Steam Engines and Trains 4. Iron and Coal</p>	<p>The Victorian Age  1. The Reign of Queen Victoria and the British Empire</p>

The Grove Primary School: **Yearly overview**

	<p>4. Baghdad: Building a City.</p> <p>5. Baghdad: A Centre for Learning in the Islamic Golden Age</p> <p>6. The Mongol Attack on Baghdad and the Regional Powers</p>	<p>Empire and East India Company</p> <p>4. The Seven Years War</p> <p>5. What motivated Britain to want an Empire?</p>	<p>5. Battle of Waterloo.</p>	<p>2. The Atlantic Passage</p> <p>3. Enslaved Africans: Treatment and Resistance</p> <p>4. The Abolition of Slavery</p> <p>5. The Abolitionists: Clarkson, Wilberforce and Equiano</p>	<p>5. Children at Work</p>	<p>2. Victorian Cities</p> <p>3. The Poor Law and the Workhouse</p> <p>4. Leisure</p> <p>5. Life by 1900</p> <p>6. EOY Quiz</p>
<p>PSHE (Personal, Social &amp; Health Education) SMSC (Spiritual, Moral, Social &amp; Cultural)</p>	<p><b>Introduction Lesson</b> Setting ground rules and signposting</p> <p><b>Family and relationships</b></p> <ul style="list-style-type: none"> <li>• Build a friend</li> <li>• Friendship skills</li> <li>• Marriage</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> <li>• Stereotyping: Gender</li> </ul>	<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Relaxation yoga</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Take responsibility for my feelings</li> </ul>	<p><b>Safety and the Changing Body</b></p> <ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Staying safe online</li> <li>• Puberty</li> <li>• Menstruation</li> <li>• Emotional changes in puberty</li> <li>• First aid: bleeding and head injuries</li> <li>• Alcohol, drugs and tobacco: making decisions</li> </ul> <p>BEHAVIOUR BOOST</p>	<p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• Breaking the law</li> <li>• Rights and responsibilities</li> <li>• Protecting the planet</li> <li>• Contributing to the community</li> <li>• Pressure groups</li> <li>• Parliament</li> </ul>	<p><b>Economic Wellbeing</b></p> <ul style="list-style-type: none"> <li>• Why prioritise needs over wants?</li> <li>• What is a weekly budget?</li> <li>• What is borrowing and loaning?</li> <li>• What are the risks of handling money online?</li> <li>• Why challenge workplace stereotypes?</li> <li>• What makes a suitable career?</li> </ul>	<p><b>Transition Lesson</b></p> <ul style="list-style-type: none"> <li>• Roles and responsibilities</li> </ul>

The Grove Primary School: **Yearly overview**

	<ul style="list-style-type: none"> <li>• Stereotypes: Race and Religion</li> </ul> <p><b>BEHAVIOUR BOOST</b></p>	<ul style="list-style-type: none"> <li>• Healthy meals • Sun safety</li> </ul> <p><b>BEHAVIOUR BOOST</b></p>		<b>BEHAVIOUR BOOST</b>	<b>BEHAVIOUR BOOST</b>	
<b>RE Big Question</b>	<b>Enquiry 1:</b> How far would a Sikh go for his/her religion?	<b>Enquiry:</b> Is the Christmas story true?	<b>Enquiry 2:</b> How are sacred teachings and stories interpreted by Sikhs today?	<b>Enquiry:</b> How significant is it for Christians to believe God intended Jesus to die?	<b>Enquiry 3:</b> What is the best way for a Sikh to show commitment to God?	<b>Enquiry:</b> What is the best way for a Christian to show commitment to God?
<b>Discovery RE</b>	<p><b>*Theme:</b> Beliefs into action.</p> <p><b>Religion:</b> Sikhism</p> <p>Piece 1 I can talk about how different beliefs or causes are more important to me than others.</p> <p><b>Bridge Concept:</b> Standing up for what you believe in.</p> <p>Piece 2 I can explain</p>	<p><b>Theme:</b> Incarnation</p> <p><b>Religion:</b> Christianity</p> <p>Piece 1 I can understand how there might be different versions of events which are all true to some extent and to some people.</p>	<p><b>*Theme:</b> Beliefs and moral values</p> <p><b>Religion:</b> Sikhism</p> <p>Piece 1 I can give an example of a story that teaches me how to behave towards other people. <b>Bridge Concept: Meaning in stories.</b></p> <p>Piece 2 I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to</p>	<p><b>Theme:</b> Salvation</p> <p><b>Religion:</b> Christianity</p> <p>Piece 1 I can understand how some people believe in destiny and how others might believe in having free will to make their own choices.</p>	<p><b>*Theme:</b> Prayer and Worship</p> <p><b>Religion:</b> Sikhism</p> <p>Piece 1 I can express why showing commitment to something may be a good thing. <b>Bridge Concept: Commitment.</b></p> <p>Piece 2 I can describe different ways Sikhs choose to show their commitment to God. I can apply this</p>	<p><b>Theme:</b> Beliefs and Practices</p> <p><b>Religion:</b> Christianity</p> <p>Piece 1 I can show an understanding of why people may show commitment in different ways to something they believe in. <b>Bridge Concept:</b></p>

The Grove Primary School: **Yearly overview**

<p>some key beliefs in Sikhi and begin to explore different ways Sikhs have put their beliefs into practice.</p> <p>I can apply this knowledge to the enquiry question. Piece 3</p> <p>I can make links between the Sikh practices of selfless service (Sewa) or self-sacrifice and the Sikh beliefs that underpin this.</p> <p>I can apply this knowledge to the enquiry question. Piece 4</p> <p>I can make links between the Sikh practices of selfless service (Sewa) or self-sacrifice and the Sikh beliefs that underpin this.</p> <p>I can apply this knowledge to the</p>	<p>Bridge Concept: Truth</p> <p>Piece 2 I can retell a version of the Christmas story from the Bible.</p> <p>I can apply this knowledge to the enquiry question. Piece 3</p> <p>I can compare versions of the Christmas story from the Bible.</p> <p>I can apply this knowledge to the enquiry question. Piece 4</p> <p>I can start to explain what a Christian might believe is true from the Christmas Story.</p> <p>I can apply this knowledge to the enquiry question.</p>	<p>explain why stories can be important.</p> <p>I can apply this knowledge to the enquiry question. Piece 3</p> <p>I can recognise that stories can be an important way of expressing belief and meaning. I</p> <p>can apply this knowledge to the enquiry question. Piece 4</p> <p>I can consider how the teachings and example of one of the Gurus changed women's rights in Sikhi.</p> <p>I can apply this knowledge to the enquiry question. Piece 5</p> <p>I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the</p>	<p>Bridge Concept: Destiny or free will.</p> <p>Piece 2</p> <p>I can begin to consider whether the crucifixion was a consequence of the events of Holy Week.</p> <p>I can apply this knowledge to the enquiry question. Piece 3</p> <p>I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (Last Supper to praying in the garden.) I</p> <p>can apply this knowledge to the enquiry question.</p>	<p>knowledge to the enquiry question. Piece 3</p> <p>I can explain why the three golden rules are important to Sikhs in how they show commitment to God.</p> <p>I can apply this knowledge to the enquiry question. Piece 4</p> <p>I can explain why equality is important to Sikhs and is an example of how they show their commitment to God. I</p> <p>can apply this knowledge to the enquiry question. Piece 5</p> <p>I can describe how different practices enable Sikhs to show I can start to express what I think about the best way a Sikh could show</p>	<p>Commitment. Piece 2</p> <p>I can describe how different practices enable Christians to show their commitment to God (The 10 Commandments .)</p> <p>I can apply this knowledge to the enquiry question. Piece 3</p> <p>I can describe how different practices enable Christians to show their commitment to God ('Love your neighbour as yourself' and what that love might look like.)</p> <p>I can apply this knowledge to the enquiry question. Piece 4</p> <p>I can describe</p>
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The Grove Primary School: **Yearly overview**

	<p>enquiry question. Piece 5</p> <p>I can identify the different amount of effort I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can consider some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Piece 6 I can say what efforts I could increase for beliefs I think are important and what the</p>	<p>Piece 5 I can explain how "true" could mean different things to different people, and how stories can be "true" in different ways. I can start to explain the Christian belief that Jesus was the incarnation of God. I can express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>Piece 6 I can explain how people can see truths in stories which may not be completely true.</p>	<p>relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs. Piece 6</p> <p>I can give my opinion as to why stories may be important to people today.</p>	<p>Piece 4 I can begin to consider whether the crucifixion was a consequence of the events of Holy Week or whether Jesus knew and it was part of God's plan (The trials, Peter's denial, crucifixion, burial and resurrection.) I can apply this knowledge to the enquiry question.</p> <p>Piece 5 I can explain my own definitions of purpose and destiny. I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or</p>	<p>commitment to God. Piece 6 I can explain some of the ways you can continue to show commitment and how to keep how to keep going when facing a difficult challenge.</p>	<p>how different practices enable Christians to show their commitment to God (prayer and worship practices.) I can apply this knowledge to the enquiry question. Piece 5 I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think</p>
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The Grove Primary School: **Yearly overview**

				<p>whether the crucifixion was the consequence of the events of Holy Week.</p> <p>I can start to express an opinion on whether Jesus' crucifixion was his destiny or purpose.</p> <p>Piece 6</p> <p>I can give an example of someone with a strong sense of purpose in their life and give my opinion on this.</p>		<p>some ways of showing commitment to God might be better than others for Christians.</p> <p>Piece 6 I can show how people may show commitment in different ways to something they believe in.</p>
Artists and Architecture	<p>Art from Western Africa</p> <p>Art: Antelope headdresses of Mali, ivory carvings and bronze relief sculptures and panels from Benin</p>		<p>Chinese Painting and Ceramics</p> <p>Art: Become familiar with examples of Chinese art, including: silk scrolls, calligraphy, brush writing and painting, porcelain.</p> <p>Concepts: Chinese</p>		<p>Islamic Art and Architecture:</p> <p>Architecture: The Dome of the Rock, The Alhambra, The Taj Mahal, Begum</p>	

The Grove Primary School: **Yearly overview**

<p>Art, Concepts and Skills</p>	<p>Concepts: Spiritual purpose and significance of many African works of art, ceremonial masks, cultural changes reflected in artwork, for example the influence of the Portuguese traders on West African art. Skills: Using 3d mixed media to design and create relief sculptures. <b>3D FORM DRAWING</b></p>		<p>Concepts: Chinese painting materials, using brushes and colour in a different way, Chinese painting style and design, creation and decoration of porcelain, Chinese trade with and influence on Western Europe. Skills: Using Chinese painting materials and Chinese painting style - emphasis on brush use. <b>PAINTING</b></p>		<p>Concepts: Features of Islamic art and design - geometric patterns, vegetal patterns, calligraphy, tilework, plasterwork. Characteristic features of Islamic architecture in mosques, palaces and tombs - domes, minarets, arches, muqarnas. Skills: using rulers and compasses to draw geometric patterns, paintings with inks, working with clay - carving and building up, painting clay. <b>DRAWING PAINTING 3D FORM</b></p>	
<p>Design and Technology</p>		<p>Structures- Bridges: Identify stronger and weaker shapes. Recognise that supporting shapes can</p>		<p>Textiles: Stuffed Toys. Design a stuffed toy, considering the main component shapes of their toy.</p>		<p>Food: What could be healthier?  Understand how beef gets from the farm to our plates.</p>

The Grove Primary School: **Yearly overview**

		<p>help increase the strength of a bridge, allowing it to hold more weight.</p> <p>Identify beam, arch and truss bridges and describe their differences.</p> <p>Use triangles to create simple truss bridges that support a load (weight).</p> <p>Cut beams to the correct size, using a cutting mat.</p> <p>Smooth down any rough cut edges with sandpaper.</p> <p>Follow each stage of the truss bridge creation as instructed by their teacher.</p> <p>Complete a bridge, with varying ranges of accuracy</p>		<p>Create an appropriate template for their stuffed toy.</p> <p>Join two pieces of fabric using a blanket stitch.</p> <p>Neatly cut out their fabric.</p> <p>Use appliqué or decorative stitching to decorate the front of their stuffed toy.</p> <p>Use blanket stitch to assemble their stuffed toy, repairing when needed.</p> <p>Identify what worked well and areas for improvement.</p>		<p>Present a subject as a poster with clear information in an easy to read format.</p> <p>Contribute ideas as to what a 'healthy meal' means.</p> <p>Notice the nutritional differences between different products and recipes.</p> <p>Recognise nutritional differences between two similar recipes and give some justification as to why this is.</p> <p>Work as a team to amend a bolognese recipe with healthy adaptations.</p>
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The Grove Primary School: **Yearly overview**

		and finish, supported by the teacher. Identify some areas for improvement, reinforcing their bridges as necessary.				Follow a recipe to produce a healthy bolognese sauce.  Design packaging that promotes the ingredients of the bolognese.
Music	<p><b>Unit:</b> Melody and Harmony in Music</p> <p><b>Focus Songs:</b> <i>Ghost Parade</i> by Joanna Mangona and Pete Readman</p> <p><i>Lively</i> by Quinn Mason</p> <p><i>Words can Hurt</i> by Joanna Mangona and Pete Readman</p> <p><i>His Eye is on the Sparrow</i> Words by Civilla</p>		<p><b>Unit:</b> Composing and Chords</p> <p><b>Focus Songs:</b> <i>Freedom is coming</i> by Public Domain Arranged by Chris Taylor</p> <p><i>Forever Always</i> by Mpumi Dhlamini</p> <p><i>All Over Again</i> by Joanna Mangona and Pete Readman</p> <p><i>Free Words and Music</i> by Deniece Williams, Hank Redd, Nathan Watts and Susaye Greene and produced</p>		<p><b>Unit:</b> Freedom to Improvise</p> <p><b>Focus Songs:</b> <i>Look into the night</i> by Joanna Mangona and Chris Taylor Arranged by Chris Taylor</p> <p><i>The Lark Ascending</i> by Ralph Vaughan Williams</p> <p><i>Breathe</i> by Joanna Mangona and Pete Readman</p> <p><i>Stay Connected</i> by Supaman</p>	

The Grove Primary School: **Yearly overview**

	<p>D. Martin and Music by and composer Charles H. Gabriel, Public Domain. Arranged by Chris Taylor</p> <p><b>Joyful, joyful</b> Words and Music Public Domain (this recording based on Mervyn Edwin Warren's 1993 arrangement of 'The Hymn of Joy', originally set by Henry van Dyke in 1907 to Ludwig van Beethoven's 'Ode To Joy' from Symphony No 9) Arranged by Chris Taylor</p>		<p>by Maurice White and Charles Stepney</p> <p><b>Do you ever Wonder?</b> by Joanna Mangona and Pete Readman</p>		<p><b>Keeping Time</b> by Joanna Mangona and Pete Readman</p>	
<p>Festivals and Celebrations</p>	<p>Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day</p>	<p>Guy Fawkes Remembrance Sunday Diwali St Andrews Day</p>	<p>Chinese New Year St Valentine's Day Shrove Tuesday</p>	<p>St David's Day Holi Mothering Sunday St Patrick's Day Easter</p>	<p>St George's Day May Day Ramadan</p>	<p>Eid ul Adha</p>

The Grove Primary School: **Yearly overview**

		Advent and Christmas Thanksgiving Hanukah		Baisakhi		
French	<p><b>Introductions</b> Recap introductions and basics in a conversation. <b>Grammar:</b> Basic conversation.</p> <p><b>Bigger Numbers</b> The numbers 1-100 in tens. Understand how 70 and 90 work. <b>Grammar:</b> 70 = 'sixty-ten' 71 = sixty – eleven' 90 = 'four twenties ten' 91 = 'four twenties eleven'</p>	<p><b>All about France</b> Know some cultural facts about France. Know about Paris. To say what you would like to visit in Paris. <b>Grammar:</b> using 'je voudrais' with the infinitive</p>	<p><b>Weather</b> Describe what the weather is like. Say what the weather is like in different parts of France. <b>Grammar:</b> il fait = 'it makes' but translated as 'it is' il y a = there is / are but translated as 'it is'</p>	<p><b>My Town</b> Describe what there is and isn't in a town. Make longer sentences. To understand what cognates, near-cognates and false friends are. <b>Grammar:</b> Indefinite articles of masculine, feminine and plural nouns After il n'y a pas de there is no definite article.</p>	<p><b>My Town</b> to describe your town To give your opinion about it  Extending sentences by giving reasons for opinions</p>	
British Values	Religion and belief and tolerance Democracy - History	Monarchy Britain	Rule of Law - French Revolution Protests- History	British Values - lots! Individual liberty- History		Human rights - History Rule of Law- History

The Grove Primary School: **Yearly overview**

	<i>City of Peace</i>					
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