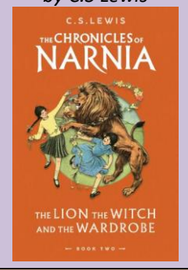
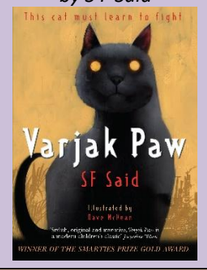
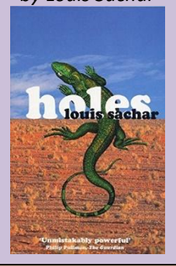
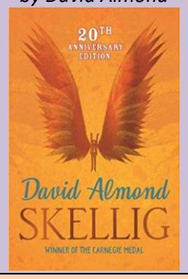
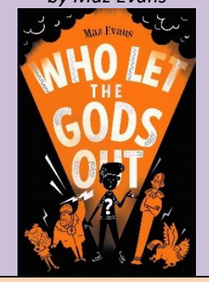
Avonwood Primary School Year 5 Curriculum Map

	AUTUMN		SPRING		SUMMER	
Term	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Big Question(s)	How does helping others help us?	How do differences make us stronger?	What is family?	How does friendship give us strength?	What lessons can we learn from nature?	Is power everything?
Reading Key Text	**Kensuke's Kingdom** *by Michael Morpurgo* 	**The Lion, The Witch and The Wardrobe** *by C.S Lewis* 	**Varjak Paw** *by S F Said* 	**Holes** *by Louis Sachar* 	**Skellig** *by David Almond* 	**Who Let the Gods Out?** *by Maz Evans* 
Earth Charter Links	**Life** **Peace** **Love**	**Past**	**Interconnected** **Family**	**Family**	**Life** **Interconnected** **Earth**	**Past**
Launch Event	Survival Day	Narnia Day	Roman dress-up day	D&T week; Year Poetry Performance	Paulton's Park	Puzzle pieces across school – climate change; make a biome in a jar
Finale Event	STEAM Week	Carol Concert	Talent Show	Share learning	Rivers trip	Space Dome
Visitors and visits	Astronaut Zoom Call	Author Visit	Safer Internet Day	Falconry UK bird visit	Swimming	Swimming
Reading: Core text	**Kensuke's Kingdom** *by Michael Morpurgo* - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**The Lion, The Witch and The Wardrobe** *by C.S Lewis* - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Varjak Paw** *by S F Said* - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Holes** *by Louis Sachar* - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Skellig** *by David Almond* - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text	**Who Let the Gods Out?** *by Maz Evans* - give / explain the meaning of words in context - retrieve and record information / identify key details from fiction and non-fiction - summarise main ideas from more than one paragraph - make inferences from the text / explain and justify inferences with evidence from the text - predict what might happen from details stated and implied - identify / explain how information / narrative content is related and contributes to meaning as a whole - identify / explain how meaning is enhanced through choice of words and phrases - make comparisons within the text

Reading: Additional texts	**Science texts** – Mentos and coke; plasma **Newspaper report** – Adventure focus; Hashima Island **Alternative book passages** – Around the World in Eighty Days; The Island at the End of Everything **(Auto)biography** – Hokusai; Michael Morpurgo **Non-fiction texts** – Rivers; the water cycle; flooding **Poem** – A River's Journey *by Angela Yardy*; Storm at Sea **The Rhythm of the Rain** (picture book) *by Grahame Baker Smith* **Song** – How Far I'll Go (*Moana*)	**Science texts –** How Roman aqueducts worked; electricity and circuits **Alternative book passages** – The Golden Compass **Non-fiction texts** – Switch on, Switch off **Newspaper report** – Boudicca Defeated **(Auto)biography** – Julius Caesar; C.S Lewis **Poem** – The Magic Tree **Song** – Touch the Sky *(Julie Fowlis)*	**Science texts** – Life cycle of a butterfly **Alternative book passages** – The Amazing Story of Adolphus Tips; War Horse; Pax (1st chapter); Dread Cat **Non-fiction texts** – Veterinary article on cats; feline behaviour article; life cycle of a hedgehog **Newspaper report** – (Fictional) missing cats **(Auto)biography** – S F Said **Cicada** (picture book) *by Shaun Tan* **Poem** – Boudicca the Warrior Queen **Song** – The Circle of Life (*The Lion King*)	**Science texts** – Human development; climate change **Non-fiction texts –** St David's Day **Alternative book passages** - Harry Potter punishments (Filch); Fuzzy Mud; Marvin Redpost – A flying birthday cake? **Newspaper reports** – First News **(Auto)biography** – Louis Sachar **Poem** - The Dreadful Menace **Song** – When I Grow Up (*Matilda*) **Non-chronological report** – Crime and punishment	**Science texts** – How parachutes work **(Auto)biography** – William Kamkwamba; David Almond **Non-fiction texts** – Owls; birds **Alternative book passages –** The Spiderwick Chronicles; The Boy, The Mole, The Fox and The Horse **Myths and Legends** – Persephone **Song** – Alive (*Sia*) **Poem** – Tyger *by William Blake*; Angels poems **Picture book** – Annie Lumsden, the Girl from the Sea *by David Almond*; The Dam *by David Almond*	**Science texts** – The solar system; moon; sun **Alternative book passages** – Percy Jackson; Beast Quest; Kick (trading); The Jamie Drake Equation (space) **History texts** - The industrial revolution; Victorian inventors **Myths and Legends** – Theseus and the Minotaur; Apollo and the Chimera **Playscripts** – Greek play **(Auto)biography** – Margaret Hamilton; Dorothy Vaughan; Neil Armstrong **Poem** – The Highway Man *by Alfred Noyes* **Song** – A Star is Born *(Hercules)*
English and Grammar	**Poetry: *Rhythm and Poetry - Karl Nova* (1 week)** - Capital letters - Proper nouns - Main clauses - capitals and full stops - Apostrophes for possession singular - Contractions and pronouns and possessive pronouns and plural - Basic word families - Review punctuation choices **Character and Setting: Painting a Picture with Words (3 weeks)** - Capital letters, full stops and question marks - Present, past, progressive and perfect tenses - Simple tense – past and present (SVO) - Adjectives, nouns, and prepositional phrases – expanded noun phrases **Writing to Inform and Discuss: *What's the Difference - Emma Strack* (2 weeks)** - Paragraphs - Conjunctions and clauses - Main clauses - capitals and full stops - Co-ordinating conjunctions (compound sentence) - FANBOYS - Subordinate clause openers and end – SUBWAI - Fronted adverbials and commas - Cohesive devices – within and across paragraphs - Adverbs - Parenthesis - Brackets for additional information	**Creating a New Chapter: *The Invention of Hugo Cabret – Brian Selznick* (3 weeks)** - Verb tenses - Cohesion - Parenthesis - Paragraphs - Commas for clarity and parenthesis - Expanded noun phrases - Dialogue **Explanations: *The Way Things Work – David Macauley* (2 weeks)** - Paragraphs - Conjunctions and clauses - Nouns and pronouns (including possessive) for cohesion - Time, place and cause with conjunctions, adverbs, and prepositions - Expanded noun phrases - Vocabulary and grammar choices to impact reader - Cohesion - Brackets, dashes, and commas for parenthesis	**Creating Recounts: *Shackleton's Journey – William Grill* (3 weeks)** - Verb tenses - Relative pronouns and relative clauses - Commas for clarity - Cohesion - Semi-colons for independent clauses **Creating Pace and Tension in Narrative: *Varjak Paw – S.F. Said* (3 weeks)** - Describe settings, characters, and atmosphere - Show not tell sentences - Dialogue in a range of positions in sentence structure - Dialogue to convey character - Careful vocabulary and grammar choices - Ellipses for cliffhanger (and a pause) - Semi-colons for independent clauses	**Poetry: *Cloud Busting – Malorie Blackman* (3 weeks)** - Haikus - Limericks - Repetition - Synesthesia - Metaphors - Similes - Personification - Dialogue - Alliteration - Questions to the reader **Biographical Stories: *Survivors - David Long* (2 weeks)** - Recap simple tense - Progressive tense – is, was, were, am, are - Perfect tense – had, have, has - Short sentences for action - Ellipses for cliffhanger (and a pause)	**Narrative: *The Water Tower – Gary Crew* (2 weeks)** - Careful grammar and vocabulary choices to show impact on the reader (e.g. short sentences, repetition) - Direct and indirect speech - Dialogue in a range of positions in sentence structure - Dialogue to convey character - Ellipsis in speech and dash to break off speech **Writing to Inform: *Real-Life Mysteries – Susan Martineau* (2 weeks)** - Author's choice: purpose and audience - Organisational and presentational devices (e.g. paragraphs and structure) - Cohesion within and across paragraphs - Fronted adverbials - Relative pronouns and clauses - Brackets, dashes, and commas for parenthesis - Bullet points (colons for lists) **Discussion: *Real-Life Mysteries – Susan Martineau* (2 weeks)** - Cohesion within and across paragraphs - Relative pronouns and clauses - Brackets, dashes, and commas for parenthesis - Adverbs and modal verbs - Consistent verb tenses	**Narrative and Poetry: *Varmints – Helen Ward and Marc Craste*; *The Rabbits – John Marsden and Shaun Tan* (3 weeks)** - Vocabulary, grammar, and punctuation choices - Short sentences - Repetition - Concise writing - Brackets, dashes, and commas for clarity or meaning **Persuasion: Global Warming (2 weeks)** - Hyphenated words - Semi-colons for independent clauses - Subjunctive verb form - Passive voice

Spelling	**Step 1:** Words ending in '-tious' and '-ious' **Step 2:** Words ending in '-cious' **Step 3:** Words ending in '-cial' **Step 4:** Words ending in '-tial' **Step 5:** Words ending in '-cial' and '-tial' **Step 6:** Challenge Words	**Step 7:** Words ending in '-ant' **Step 8:** Words ending in '-ance' and '-ancy' **Step 9:** Words ending in '-ent' and '-ence' **Step 10:** Words ending in '-able' and '-ible' **Step 11:** Words ending in '-ably' and '-ibly' **Step 12:** Challenge Words	**Step 13:** Words ending in '-able', where the 'e' from the root word remains **Step 14:** Words that are adverbs of time **Step 15:** Words with suffixes where the base word ends in '-fer **Step 16:** Words with 'silent' first letters **Step 17:** Words with 'silent' letters **Step 18:** Challenge Words	**Step 19:** Words with 'ie' after 'c' **Step 20:** Words where 'ei' can make an /ee/ sound **Step 21:** Words where 'ough' makes an /or/ sound **Step 22:** Words containing 'ough' **Step 23:** Adverbs of possibility and frequency **Step 24:** Challenge Words	**Step 25:** Words that are homophones or near homophones **Step 26 and Step 27:** Words that are homophones **Step 28:** Words that are homophones or near homophones **Step 29:** Words that are homophones or near homophones **Step 30:** Challenge Words	**Step 31:** Words with hyphens **Step 32:** Challenge Words **Step 33:** Revision Words **Step 34:** Revision Words **Step 35:** Revision Words **Step 36:** Revision Words
Maths	***Number: Place Value*** • Read, write, order, and compare numbers to at least 1,000,000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 • Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 • Solve number problems and practical problems that involve all the above • Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals ***Number: Addition and Subtraction*** • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why	***Number: Multiplication and Division*** • Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. • Know and use the vocabulary of prime numbers, prime factors, and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 ***Fractions*** • Compare and order fractions whose denominators are all multiples of the same number • Identify, name, and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths • Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	***Number: Multiplication and Division*** • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers • Multiply and divide numbers mentally drawing upon known facts • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 • Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3) • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares, and cubes • Solve problems involving addition, subtraction, multiplication, and division, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates ***Fractions*** • Add and subtract fractions with the same denominator and denominators that are multiples of the same number • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	***Number: Decimals and Percentages*** • Read and write decimal numbers as fractions • Recognise the per cent symbol (%) and understand that per cent relates to "number of parts per 100", and write percentages as a fraction with denominator 100, and as a decimal fraction • Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and fractions with a denominator of a multiple of 10 or 25 ***Measurement: Perimeter and Area*** • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares) including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes ***Statistics*** • solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables	***Geometry: Properties of Shape*** • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measured in degrees: estimate and compare acute, obtuse, and reflex angles • Draw given angles, and measure them in degrees (°) • Identify: angles at a point and 1 whole turn (total 360°); angles at a point on a straight line and half a turn (total 180°); other multiples of 90° • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles ***Geometry: Position and Direction*** • Identify, describe, and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed ***Number: Decimals*** • Recognise and use thousandths and relate them to tenths, hundredths, and decimal equivalents • Round decimals with 2 decimal places to the nearest whole number and to 1 decimal place • Read, write, order, and compare numbers with up to 3 decimal places • Solve problems involving number up to 3 decimal places	***Number: Negative numbers*** • Understand negative numbers in real-life contexts • Counting forwards and backwards through zero in 1s • Counting forwards and backwards through zero in multiples • Compare and order negative numbers ***Measurement: Converting Units*** • Convert between different units of metric measure • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Use all four operations to solve problems involving measure using decimal notation including scaling. • Solve problems involving converting between units of time ***Measurement: Volume*** • Estimate volume and capacity
RE	**SOCIAL SCIENCES** **Hindu Dharma** *How are Hindu beliefs expressed in artefacts and worship?* One supreme being, Brahman Trimurti, avatars. Diverse worship as a form of expression.	**THEOLOGY** **Hindu Dharma** *How does sacred text help Hindu's understand Dharma?* Diverse interpretations of the Ramayana.	**THEOLOGY & PHILOSOPHY** **Buddhism** *How do Buddhists explain suffering in the world?* Spiritual journey of Siddhartha Gautama, enlightenment, 4 Noble Truths, 8 fold path.	**THEOLOGY** **Christianity** *How have events in history shaped Christian diversity?* (Link History & Geography) Great commission, Roman Empire, Nicene Creed, Great Schism, Martin Luther, Henry VIII, present.	**SOCIAL SCIENCES** **Christianity** *How has belief in Jesus as the Messiah impacted art & music?* Prophecy (Isaiah), fulfillment, New Testament, Ultimate Sacrifice. Global art. Handel's Messiah.	**PHILOSOPHY** *Where do I stand?* An exploration of pupils' personal worldviews, through artistic expression
PSHE	**Being Me in My World** My Year Ahead Being Me in Britain Year 5 Responsibilities Rewards and Consequences Our Learning Charter	**Celebrating Difference** Different Cultures Racism Rumours and Name-Calling Types of Bullying Does Money Matter? Celebrating Difference Across the World	**Dreams and Goals** When I Grow Up Investigating Jobs and Careers My Dream Job Dreams and Goals of Young People in Other Cultures How We Can Support Each Other Rallying Support	**Healthy Me** Smoking Alcohol Emergency Aid and basic First Aid Body Image My Relationship with Food Healthy Me	**Relationships** Recognising Me Getting On and Falling Out Girlfriends and Boyfriends Relationships and Technology	**Changing Me** Self and Body Image Puberty for Girls Puberty for Boys Conception Looking Ahead to Year 6
PE	**Outdoor:** Netball **Indoor:** Gymnastics **Tournaments:** Football/Cross Country	**Outdoor 1:** Badminton **Outdoor 2:** Tag rugby **Tournaments:** Cross Country/relay	**Outdoor:** Handball **Indoor:** Dance **Tournaments:** Bee Netball	**Outdoor:** Hockey **Indoor:** Yoga	**Outdoor:** Athletics track and field **Indoor:** Yoga ***(Swimming catch up)*** **Tournaments:** Quadkids	**Outdoor 1:** Batting and fielding: cricket ***(Swimming catch up)*** **Outdoor 2:** Tennis **Tournaments:** Town sports/Kwik cricket/Rounders

Science	**Separating Mixtures** *Chemistry* Mixtures and pure substances Solubility Reversible and irreversible changes Separation techniques Separating a mixture	**Energy** *Biology-Chemistry-Physics* Introduction to energy Energy Store Fuel as a chemical energy store Energy in food; human diets and in food chains Electrical circuits	**Life Cycles** *Biology* Reproduction Asexual and sexual reproduction Comparing animals Animal reproduction Jane Goodall	**Human Development** *Biology* Human development Size and gestation Infancy	**Forces** *Physics* Gravity Levers, pulleys and gears Friction Air and water resistance Shrinking and floating	**Earth and Space** *Physics* What is the universe? Orbits in our solar system Day and night Phases of the moon Eight planets
Computing	**Sharing Information:** Developing an understanding of computer systems and how information is transferred between systems and devices Connecting computers to form systems The role of computer systems in our lives Transferring information over the internet How sharing information online lets people in different places work together Contributing to a shared project online Evaluating different ways of working together online ***Hardware:*** Chromebooks	**Selection in Physical Computing:** Using physical computing to explore the concept of selection in programming Controlling a simple circuit connected to a computer Writing program that includes count-controlled loops Explaining and using loops Designing a physical project and creating a controllable system that includes selection ***Hardware:*** Chromebooks & Crumble controllers ***Software:*** Crumble	**Video Editing:** Understanding how to create short videos in groups and then reflecting and assessing on this Identifying digital devices that can record video Capturing video using a digital device Recognising the features of an effective video Identifying that video can be improved through reshooting and editing Considering the impact of the choices made when making and sharing a video ***Hardware:*** Chromebooks ***Software:*** Adobe Express	**Flat-File Databases:** Exploring how a flat-file database can be used to organise data in records Using a form to record information Comparing paper and computer-based databases Outlining how grouping and then sorting data allows us to answer questions Applying knowledge of a database to ask and answer real-world questions ***Hardware:*** Chromebooks ***Software:*** Just 2 easy databases	**Vector Drawing:** Exploring how to use different drawing tools to help them create images Creating a vector drawing by combining shapes Using tools to achieve a desired effect Recognising that vector drawings consist of layers Grouping objects to make them easier to work with Evaluating my vector drawing ***Hardware:*** Chromebooks ***Software:*** Google drawings	**Selection in Quizzes:** Using knowledge of writing programs and using selection to control outcomes and to design a quiz Explaining how selection is used in computer programs Explaining how selection directs the flow of a program Designing a program which uses selection Creating a program which uses selection Evaluating my program ***Hardware:*** Chromebooks ***Software:*** Scratch
History	N/A	**The Roman Empire** *How did the Roman Empire change over time?* When and where did the Romans live? Who were the Romans and what were their social groups? Who ruled the Romans? The importance of power Roman beliefs and inventions, including roads and medicine How did Ancient Rome change over time?	**The Roman Empire and its impact on Britain** *How did the Romans keep control in Britain?* Attempted and successful invasions of Britain How the Romans kept control The leadership structure in Britannia How Roman and British cultures changed and combined The Roman use of reading and writing How did the Romans keep control of Britannia?	N/A	N/A	**A study of an aspect or theme in British history** *Ancient Civilisations Through Time* The first homo sapiens Similarities in Ancient and Early Civilisations The Scientific Revolution. How Europeans imposed and exploited knowledge The implications of changes
Geography	**Investigating world trade** Fieldwork - creating surveys and analysing where food comes from; talking to customers; qualitative vs quantitative data Import/export routes; position and significance of lines of latitude and longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian, time zones, economic and trade links Types of settlement and land use Subsistence lifestyle	N/A	N/A	**Investigating Rivers/North America and Water** Study of a UK river and Ordnance Survey maps The water cycle (hydrological cycle) and our use of water Flood risks (human v physical factors) Effect of rivers on land use and trade links Physical and human geography Economic activity and the distribution of natural resources	**Climate across the world** Different climate zones (including land use within them), climate change and our impact on the environment Population and climate changes	N/A
DT	N/A	**Interactive Display** Programming: Using sensors and components The impact of technology – and programmable technology –on the world	N/A	**Cooking and Nutrition** – Healthy Diet Food sources Safety and Hygiene Food preparation, combining and assembling	N/A	**Creating Flatpack** Structures - joining and finishing Making, testing, iterating – the use of CAD
Art & Design	**Illustration:** Developing a visual and creative response to a text **Drawing decorative pattern:** Using pattern to create abstract drawings **Digital art:** Creating an animated response using appropriate site/app/program **Key artists:** Marjane Satrapi and Mel Tregonning	N/A	**Drawing, painting and sculpting:** coil pots **Collage:** Creating a collage and charting journeys around the local area **Collagraph** **Mixed Media:** Exploring how artists have portrayed journeys through collage, printmaking and mixed-media outcomes. **Key artists:** William Grill and Mona Hatoum	N/A	**Observational drawing:** Drawing from secondary sources to create realistic tonal pencil drawings **Painting:** Using watercolour paint **Sculpture:** Using origami, exploring pattern and the natural world. **Pattern:** Using pattern to create abstract drawings **Key artists:** Mark Hearld and Jackie Morris	N/A
Music	**Finding our Singing Voice** Focus on pitch, dynamics and tempo. Learning and performing Harvest song.	**Finding our Singing Voice** Focus on rhythm, pitch and tempo. Learning and rehearsing Christmas songs.	**Keyboards** Looking at note values including semibreves and dotted minims. Focus also on rhythm and stave notation C, D, E	**Keyboards** Notation - focusing on C, D, E, F, G Composition on keyboards Using pentatonic scale and different rhythms	**Djembe Drumming** Focus on rhythm, performing together and following direction to change tempo and dynamics	**Djembe Drumming** Performing as a group, following direction Begin to understand notation on a five-line stave and how to use it to record rhythms and melodies
MFL (Spanish)	Key phonemes to facilitate accurate and authentic pronunciation		The four seasons and their key features Discussing favourite season and providing reasons		Discussing and purchasing food Role-play – ordering ice-cream and specifying which flavour and how many scoops	