

Year 5 Yearly Plan

Autumn Term

Viking and Seas



Spring Term

Growth of Victorian Britain



Summer Term

Rivers, Fells and Mountains



Maths

Place Value:

Reading, writing, comparing, rounding and ordering numbers to 100,000 (to 1,000,000)
 Numbers to 1,000,000
 Counting in 10s,100s,1000s, 100,000s
 Roman Numerals

Addition & Subtraction:

Adding 2 – 4 digit numbers
 Column methods over 4 digits (adding and subtracting)
 Rounding and estimate and approximate
 Inverse operations
 Multi step addition and subtraction problem

Multiplication and Division:

Multiples, Factors and Common Factors
 Prime numbers, square numbers and cube numbers
 Multiplying and dividing by 10, 100, 1000
 Division: bus stop method 4 digit by 1 digit and remainders
 Multiplying: column method
 Division and Multiplying word problems

Fractions:

Equivalent fractions
 Improper fractions to mixed numbers – vice versa
 Number sequences
 Compare and order fractions – less than and greater than one
 Adding and subtracting fractions (mixed numbers, from 1, improper fractions)
 Multiplying fractions by integers

Decimals and Percentages:

Place value to 2 decimal places
 Decimals as fractions
 1/1000 as decimals
 Comparing and ordering decimals
 Understanding % as fractions and decimals.

Decimals:

Adding decimals – 1 d.p
 Crossing the whole
 Adding and subtracting decimals with same number of decimal places & with different number of decimal places
 Decimal sequences
 Multiplying and dividing by 10, 100, 1000

Statistics

Read, interpret and draw line graphs
 Read and interpret tables
 Look at two way tables and timetables

Perimeter and Area:

Measure and calculate perimeter
 Area of rectangles, compound shapes and irregular shapes

Properties of Shape:

Measuring angles in degrees
 Measuring with a protractor
 Calculating angles with a straight line and around a point
 Calculation lengths of angles in shapes
 Regular and irregular polygons
 Reasoning – 3D shapes

Position and Direction:

Positioning in the 1st quadrant
 Translation with co-ordinates
 Reflection of co-ordinates

Converting units

Kilograms
 Kilometres
 Millimetres
 Millilitres
 Metric units & imperial
 Converting unit of time

Volume:

Comparing and estimating volume and capacity

Place value

Negative numbers

Writing Genres

Nonsense Poem:

'Jabberwocky'

Purpose & Audience:

- To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning

Suspense Story:

Alma

Purpose & Audience:

- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation

Letter Writing:

'Holes' - Writing a letter from Stanley to his parents from Green Camp Lake

Purpose & Audience:

- To consistently produce sustained and

Balanced Argument: 'Were the children treated fairly in the workhouse?' (linking to history topic)

Purpose & Audience:

- To consistently produce sustained and

Recount:

Residential

Purpose & Audience:

- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.

Narrative Poem:

'The Highway Man'

Purpose & Audience:

- To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.

is clear.

Character Description: **‘Dodger’ – from Oliver Twist**

Purpose & Audience:

- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.

Grammar & Punctuation:

- Use pronouns to build cohesion across the paragraph
- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Continue to use a wider range of subordinating conjunctions: although, unless, even though, until.
- use brackets, dashes or commas to indicate parenthesis
- To ensure the consistent and correct use of tense throughout all pieces of writing.

Diary Entry:

‘Danny the Champion of the World’ from Danny

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Grammar & Punctuation:

- Use pronouns to build cohesion across the paragraph
- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- adverbs e.g. perhaps, surely
- Use pronouns to build cohesion across the paragraph
- link ideas across paragraphs using adverbials of **time**: e.g. later,
- Continue to use a wider range of subordinating conjunctions: although, unless, even though, until.
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Non-Chronological Reports:

‘Space or Planets’

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Persuasive Leaflet: ‘Holes’ A leaflet promoting Green Camp Lake Correctional Facility

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Story Writing: Finishing off the end of a story

Purpose & Audience:

- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.
- To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.

Grammar & Punctuation:

- To regularly use dialogue to convey a character and to advance the action
- Use pronouns to build cohesion across the paragraph
- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Continue to use a wider range of subordinating conjunctions: although, unless, even though, until.
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Grammar & Punctuation

- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- Use pronouns to build cohesion across the paragraph
- link ideas across paragraphs using adverbials of **time**: e.g. later,
- Continue to use a wider range of subordinating conjunctions: although, unless, even though, until.
- To ensure the consistent and correct use of tense throughout all pieces of writing.

Fantasy Story:

Write a short story in Shaun Tan-style. (Hamilton Trust Plans)

Grammar & Punctuation:

- Use modal verbs to indicate possibility: e.g. might, should, will, must
- use brackets, dashes or commas to indicate parenthesis
- Use dialogue effectively
- Use pronouns to build cohesion across the paragraph
- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- adverbs e.g. perhaps, surely
- Continue to use a wider range of subordinating conjunctions: although, unless, even though, until.
- use brackets, dashes or commas to indicate parenthesis
- To ensure the consistent and correct use of tense throughout all pieces of writing.

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Explanation Texts

‘Water Cycle’ / Life Cycles

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Grammar & Punctuation:

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Biography:

‘All about Me!’ (Transition to Y6)

Purpose & Audience:

- To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.

Grammar & Punctuation

- use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
- adverbs e.g. perhaps, surely
- Use modal verbs to indicate possibility: e.g. might, should, will, must
- Continue to use a wider range of subordinating conjunctions: although, unless, even though, until.
- To ensure the consistent and correct use of tense throughout all pieces of writing.

- To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.
- To consistently link ideas across paragraphs.
- To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.

- To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.
- To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
- To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.

Independent Writing

Character description: Matilda or Miss Trunchbull	Non-chronological report: hybrid animals	Diary Entry: A day at Green Camp Lake	Letter: to parents from a child in the workhouse	Story: Finishing off an adventure story (Ruin)	Explanation Text: Life Cycle of another animal
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Spellings

Once children complete their RWI phonics programme they will be moved onto and follow the KS2 RWI Spelling programme of study.

The reading and spelling of the KS2 common exception words will be taught explicitly outside the RWI Spelling Programme.

Reading

- I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.
- I can write or give a detailed book review including reasons why I would recommend the book.
- I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.
- I can discuss and compare events, issues and characters within a book.
- I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.
- I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.
- I can ask sensible and interesting questions about the texts to help me understand them more.
- I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.
- I can predict what might happen in increasingly complex texts by using evidence from the text.
- I can talk about how authors use language, including figurative language, and the impact it has on the reader.
- I can tell the difference between statements of fact and opinion.
- I can find and write down facts and information from non-fiction text
- I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.
- I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

Science

Forces & Magnets:

- I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces
- I can show that some mechanisms, including levers, pulleys and gears allow smaller force to have a greater effect

TAPS – Forces – Paper planes (Record)

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

TAPS – Forces – Marble run (Evaluating)

I can use test results to make predictions to set up further comparative and fair tests.

Earth and Space:

- I can describe the movement of the earth and other planets, relative to the sun in the solar system
- I can describe the movement of the moon relative to the Earth
- I can describe the Sun, Earth and Moon as approximately spherical bodies
- I can explain day and night, and the apparent movement of the sun across the sky, using the idea of the earth's rotation.

TAPS – Craters (Recording)

I can record data and results of increasing complexity, using scientific diagrams and labels

I can identify scientific evidence that has been used to support or refute ideas or arguments

Materials

- 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
- I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- I can use knowledge of solids liquids and gases to decide how mixtures might be separated, including filtration, sieving and evaporating
- I can give reasons based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, woods and plastics
- I can demonstrate that dissolving, mixing and changes of state are reversible changes
- 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 with burning and the action of acid on bicarbonate of soda

TAPS – Materials (Sugar cubes) Recording

I can record data and results of increasing complexity, using scientific diagrams and labels

I can identify scientific evidence that has been used to support or refute ideas or arguments

TAPS – Insulation (Enquiry)

I can use test results to make predictions to set up further comparative and fair tests.

Animal including Humans

- I can describe the changes as humans develop into old age

TAPS – Growth survey (Observe and measure)

I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.

I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

Living things and environment

- I can describe the difference in the life cycles of a mammal, an amphibian an insect and a bird
- I can describe how some animals and plants reproduce

TAPS – Life cycle research (Interpret and report)

I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is

Geography

Rivers and Coasts

- I can describe and understand key aspects of Physical geography including rivers, mountains and the water cycle
- I can use maps, atlases and globes to locate countries and describe features studied
- I can interpret 4 and 6 figure grid references using symbols and keys
- I can interpret Ordnance Survey maps

Where does our food come from?

- Physical geography including climate zones, biomes, tropical, vegetation belts
- Tropics of cancer and Capricorn
- Hemisphere, longitude and latitude
- Human geography: economic activity including trade links
- Using maps, atlases and globes to locate countries and describe features studied
- 4 and 6 figure grid references using symbols and keys
- Ordnance Survey maps

Natural Resources

- Human Geography – distribution of natural resources including energy, food, minerals and water
- Fair trade link
- Land use: Locational – Identify land use pattern and understand how some of these aspects have changed over time
- Using maps, atlases and globes to locate countries and describe features studied
- 4 and 6 figure grid references using symbols and keys
- Ordnance Survey maps

History

Were the Vikings raiders, traders or invaders?

Names of local areas – Viking names
Viking Longhouse & Duddon Valley

- Use dates to place events on a timeline
- Use historical terms related to the period of study
- Understand the type of information available depends on the period studied
- Compare sources of information available for the study of different times
- Present findings and communicate knowledge and understanding in different ways eg: recounts, explanation, information sheets

How have children's lives changed?

- Schnider: Purpose of Barrow to Millom Train line – iron ore shipment.
- Haverthwaite Railway line

- Use dates to place events on a timeline
- Use historical terms related to the period of study
- Compare aspects of periods of history to the present day
- Compare sources of information available for the study of different times
- Present findings and communicate knowledge and understanding in different ways eg: recounts, explanation, information sheets

What does the census tell us about the local area?

- Millom Mine
- Looking at the Census
- Iron Works: Millom, Egremont and Whitehaven

- Use dates to place events on a timeline
- Use historical terms related to the period of study
- Compare sources of information available for the study of different times
- Present findings and communicate knowledge and understanding in different ways eg: recounts, explanation, information sheets

Art

Viking Faces:

- I can use a variety of techniques when I use clay, including slab, coils and slips
-

Space picture:

- I can add a collage to a background that I have already painted, drawn or printed.
- I can mix colours to express mood, divide foreground from background or demonstrate tones

William Morris: (Still life, flowers, wall paper)

- I can use line, tone and shading to represent things seen, remembered or imagined in three dimensions
-

Design and Technology

D & T Primary Scheme: Frame Structures (Playground structures)

- I can build more complex 3D structures and apply my knowledge of strengthening techniques to make them stronger or more stable.
- I can use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately. (Y6

Process:

- I can use my research into existing products and market research to inform the design of my own innovative product
- I can create prototypes to show my ideas
- I can make careful precise measurements so that joins, holes and openings are in exactly the right place
- I can produce step by step plans to guide my making, demonstrating that I can apply my knowledge of different materials, tools and techniques.
- I can make detailed evaluations about existing products and my own considering the views of others to improve my work

D & T Primary Scheme: Celebrating culture and seasonality (using Phunky foods)

I can understand the main food groups and the different nutrients that are important for health

- I can understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat.
- I can select appropriate ingredients and use a wide range of techniques to combine them.
- I can explain how different minerals and vitamins can help my body stay healthy
- I know that some fats are good for me and others can be harmful
- I know that saturated fats can cause heart problems and that I need to have a range of nutrients to help keep me healthy

Computing & Online Safety

Computing systems and Networks - Search

Engines

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT)

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS & IT)

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)

Data handling - Mars Rover 1

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT)

Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (DL & IT)

Programming - Programming Music

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS)

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS)

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs (CS)

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (CS & IT)

Creating media - Stop Motion Animation

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (CS)

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output (CS)

Online safety (on going throughout the term)

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration (DL & IT)

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (DL)

French

Recapping previous knowledge

French animals and pets
French numbers, ages and birthdays
In the French classroom

Unit 1: French Monster Pets

Unit 2: Shopping in France

Unit 3: Verbs in a week

Unit 4: Meet my French family

RSHE – My Happy Mind

Meet Your Brain

This Module helps children to understand how their brain works and how to look after it when they are feeling sad, scared or worried. They will learn all about Neuroplasticity.

Celebrate

This Module is all focused-on building children's self-esteem. Children will learn about 5 Character Strengths that make them unique and special and will

Appreciate

This Module is all about children showing gratitude and how this can make us feel amazing!

Relate

This Module supports children with friendships and teaches them how to be a good friend. They will learn the key skills of Active Listening and how to see

Engage

This Module is all focused-on children setting Big Dream Goals. They will learn the 3 steps of how to set a goal and how this will support their happiness and achievements. This module builds the skills of perseverance.

spot these in themselves and others

things from a different perspective.

PE

- Football
- Dance
- Sports Hall Athletics
- Swimming

- Dance
- Tag Rugby
- Gymnastics
- OOA

- Gymnastics
- High 5 Netball
- Rounders / Cricket
- Athletics

RE

Multi-faith week – Introduction to Hinduism

- To find out about the Holy Book?
- What are the Symbols?
- What are the Places of Worship called?
- What important artefacts / Clothes of people who follow the Hindu faith
- What are the main Hindu beliefs

Belief in our Communities

- To find out about the different beliefs of religious and non-religious communities in our local area.
- Looking at Christianity but then expanding to look at Islam & Buddhism in Cumbria
- To consider the ways in which belonging to a religious community can help people.
- To find out about the impact faith and beliefs have had on the lives of inspirational figures.
- To consider the difficulties for people of different religious beliefs living in non-religious communities.

Sikh Worship and Community

- What Sikhs believe and features of Sikh worship
- How Sikhs worship through prayer
- How children are welcomed into the Sikh community
- The Sikh tradition of the Langar
- The Sikh practices of sewa

Music

Blues

National Curriculum:

- Develop an understanding of the history of music
- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- Learn to sing and to use their voices, to create and compose music on their own and with others
- Use and understand staff and other musical notations
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- Use and understand staff and other musical notations
- Listen with attention to detail and recall sounds with increasing aural memory

Key Skills:

- Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.

Composition to represent festival of colour.

National Curriculum

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- use and understand staff and other musical notations
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory

Key Skills

- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.

Composition Notation

National Curriculum

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory
- playing musical instruments with increasing accuracy, fluency, control and expression
- use and understand staff and other musical notations
- improvise and compose music for a range of purposes using the inter-related dimensions of music'

Key Skills

- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
- Improvising coherently within a given style.

- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary. Improvising coherently within a given style.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work. Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.
- Using staff notation to record rhythms and melodies.

Key Knowledge:

- To understand that a chord is the layering of several pitches played at the same time.
- To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.
- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.
- To understand that a chord is the layering of several pitches played at the same time.

Vocabulary:

Blues chord 12-bar Blues bar scale Blues scale bent notes ascending scale descending scale improvisation

- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.

Key Knowledge:

- To know that a vocal composition is a piece of music created only using voices.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

Vocabulary:

Synesthesia, dynamics, Holi, graphic score vocal composition, performance

- Using staff notation to record rhythms and melodies.
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Suggesting and demonstrating improvements to own and others' work.
- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
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- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.

Key Knowledge:

- To know that simple pictures can be used to represent the structure (organisation) of music.
- To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.
- To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

Vocabulary

Features, notation, repeating, unison, composition, Structure, repetition, melody, tempo, compose, ensemble, minor key