



## Year 5 Curriculum 2025-26

Term	Autumn		Spring		Summer	
<b>Value</b>	Aspiration	Empathy	Independence	Resilience	Respect	Citizenship
<b>Immersion</b>	KES Science session Humanist visitor Christian visitor Ancient greek immersion day	Into film experience Class assembly	Egyptian immersion day Halle Orchestra	Castleton local survey	Kelham Island	Porter brook walk [Outside the Box walk]  Changed to Endcliffe Park (Porter River)
<b>Output</b>	Holding a discussion about whether the Trojan horse is a fact, myth or Legend.	Labelling the forces on an aeroplane.  Write a balanced argument for reasons for & against living near a volcano.	A timeline of events that demonstrate the hypothetical lead up to Tutankhamun's death.	Leaflet / brochure about a National Park	A blog informing people on how Sheffield became known as 'The Steel City'	A tourist's trail map outlining the changes of the Rivelin River.
<b>History</b>	<i>Ancient Greece</i>  The story of the Trojan Horse – fact, myth or legend?  1) What is the story of the Trojan Horse?  2) When did ancient Greek civilization occur?  3) What are reliable sources?  4) What evidence exists to authenticate the story?		<i>Egyptians</i>  What happened to the boy behind the golden mask?  1. What was discovered by Howard Carter?  2. Who was Tutankhamun and what do artefacts reveal about his life?  3. What does Tutankhamun's tomb reveal about the Ancient Egyptian belief in the afterlife?  4. What are the theories		<i>Local Study</i>  How did Sheffield become known as the Steel City? 1. How did steel making begin in Sheffield?  2. Which people had an impact on steel making in Sheffield?  3. What was Sheffield's steel industry like during Victorian	



	<p>5) What evidence could there be for the origin of the story?</p> <p>6) Do I believe the Trojan Horse is fact, myth or legend?</p>		<p>about The King's death?</p> <p>5. Why did Tutankhamun die so suddenly?</p> <p>6. What do I believe happened to the boy behind the golden mask?</p>		<p>times?</p> <p>4. What was Sheffield's steel industry like during WWI?</p> <p>5. How did the steel industry change from the Victorian era to WW2?</p> <p>6. How did Sheffield become known as the Steel City?</p>	
<p><b>Geography</b></p>		<p><i>Volcanoes</i></p> <p>How do volcanoes affect the lives of people living on Heimaey?</p> <ol style="list-style-type: none"> <li>1) Where do Saethor and Tiry live?</li> <li>2) How does the human and physical geography of Heimaey compare with where I live?</li> <li>3) Why are there volcanoes on Heimaey?</li> <li>4) How were the people of Heimaey affected when Eldfell erupted?</li> <li>5) Why do the people of Heimaey continue to live next to an active</li> </ol>		<p><i>National Parks</i></p> <p>What are Britain's national parks for?</p> <ol style="list-style-type: none"> <li>1. Why are National Parks described as Britain's 'breathing spaces'?</li> <li>2. What else makes National Parks so important?</li> <li>3. Why do National Parks welcome visitors?</li> <li>4. Why are so many people attracted to the Longshaw Estate in The Peak District?</li> <li>5. How are National Parks looked after?</li> <li>6. What are British National Parks for?.</li> </ol>		<p><i>Rivers</i></p> <p>How does a river change?</p> <ol style="list-style-type: none"> <li>1. How does the course of a river change from source to mouth?</li> <li>2. How do natural phenomena alter the course of a river?</li> <li>3. How do human beings alter rivers?</li> <li>4. How has the Rivelin changed since the reign of Queen Victoria?</li> <li>5. What effect can floods have on Sheffield?</li> <li>6. How do rivers change?</li> </ol>



		<p>volcano?</p> <p>6) How is life on Heimaey adapted to living with an active volcano?</p> <p>7) Would you live near a volcano?</p>				
<p><b>Science</b></p>	<p><i>Properties and changes of materials</i></p> <p>How does our knowledge of materials and chemical changes impact our lives?</p> <ol style="list-style-type: none"> <li>How can we sort these materials in relation to their properties?</li> <li>Which solids will dissolve?</li> <li>How can I clean water?</li> <li>Are all changes reversible?</li> <li>What is the best material for keeping a drink warm?</li> <li>How does this knowledge inspire new inventions?</li> <li>How has our knowledge of materials impacted our lives?</li> </ol>	<p><i>Forces</i></p> <p>How can knowledge of forces be used in the design of an aeroplane?</p> <ol style="list-style-type: none"> <li>What patterns are there between grams and Newtons?</li> <li>How does friction impact vehicles?</li> <li>How does air resistance impact travelling speed?</li> <li>How is water resistance similar to air resistance?</li> <li>Why do cars have levers?</li> <li>Why couldn't cars move without pulleys?</li> <li>What are gears?</li> <li>Use your knowledge of forces to design a</li> </ol>	<p><i>Living things and their habitats - plant life cycles</i></p> <p>Do all plants reproduce the same way?</p> <ol style="list-style-type: none"> <li>Are flowering and non-flowering plants similar?</li> <li>What do flowering plants need to sexually reproduce?</li> <li>What do plants need to asexually reproduce?</li> <li>What can I see growing?</li> <li>How are seeds dispersed?</li> </ol> <p>designed to explode and</p>	<p><i>Earth &amp; Space</i></p> <p>What do humans know about our solar system?</p> <ol style="list-style-type: none"> <li>What shape is Earth and why?</li> <li>What is the heliocentric model?</li> <li>What planets are in our solar system?</li> <li>Why does the moon appear to change?</li> <li>What do humans know about the solar system?</li> </ol>	<p><i>Living things and their habitats - animal life cycles</i></p> <p>Are all animal life cycles the same?</p> <ol style="list-style-type: none"> <li>What is the difference between complete and incomplete metamorphosis?</li> <li>How do mammals reproduce?</li> <li>What did Jane Goodall discover about chimpanzees?</li> <li>What comes first, the chicken or the egg?</li> <li>What animals and insects can we identify in their habitats (Old Moor)?</li> <li>What are the threats to turtle</li> </ol>	<p><i>Animals including humans</i></p> <p>Why do human and animal bodies change?</p> <ol style="list-style-type: none"> <li>How do humans change? (timeline part 1)</li> <li>How do humans change? (timeline part 2)</li> <li>How do animals and humans' gestation periods compare?</li> <li>How can we record and present data about animal and human growth?</li> </ol>



		vehicle.			life cycles?	
<b>Reading</b>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• Zeus and the Olympians</li> <li>• Shadow of the Minotaur</li> <li>• A Visitor's Guide to Ancient Greece</li> <li>• Thespina and the Scorpion</li> <li>• Arachne</li> <li>• Perseus and the Gorgon</li> <li>• Encyclopaedia of Ancient Greece</li> </ul>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• Street Child</li> <li>• Cogheart</li> <li>• Forever - a curse</li> <li>• Boom!</li> <li>• The Night Before Christmas</li> </ul>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• The 1000 year old boy</li> <li>• Clockwork Crow</li> <li>• Lamb to the Slaughter</li> </ul>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• Ned's Circus of Marvels</li> <li>• Licked</li> <li>• The Pet Snatchers</li> <li>• Hitchhiker on Blueberry Hill</li> <li>• True Detective - 13 Dandelions</li> <li>• Young Houdini</li> </ul>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• Malamander</li> </ul>	<p><i>Whole class reading</i></p> <p>Example of text/s:</p> <ul style="list-style-type: none"> <li>• Journey to the River Sea</li> </ul>
<b>English</b>	<p><i>Text/s:</i></p> <p>The Adventures of Odysseus by Daniel Morden and Hugh Lupton</p> <p><i>Extended writing outcome/s:</i></p> <p>Letter Diary Non chronological report narrative</p> <p><i>Grammar:</i></p> <ul style="list-style-type: none"> <li>• Word classes</li> <li>• CL reminders</li> <li>• Modal verbs</li> <li>• Relative clauses</li> <li>• Parenthesis</li> <li>• Adverbials (ISPACE)</li> <li>• Fronted adverbial</li> </ul>	<p><i>Text/s:</i></p> <p>Street child - Third person narrative</p> <p><i>Extended writing outcome/s:</i></p> <p>First person narrative Third person narrative Wanted poster</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• expanded noun phrases</li> <li>• modal verbs or adverbs to indicate degrees of possibility</li> <li>• using brackets, dashes or commas to</li> </ul>	<p><i>Text/s:</i></p> <p>HighwayMan</p> <p><i>Extended writing outcome/s:</i></p> <p>Character description Newspaper report Diary writing</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Adverbials</li> <li>• Passive tense</li> <li>• Direct and indirect speech</li> <li>• Relative clauses</li> <li>• Dashes and hyphens</li> </ul>	<p><i>Text/s:</i></p> <p>(Peak District Topic)</p> <p><i>Extended writing outcome/s:</i></p> <p>Dramatic narrative Guidebook</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• Phrases and clauses</li> </ul>	<p><i>Text/s:</i></p> <p>Kensuke's Kingdom</p> <p><i>Extended writing outcome/s:</i></p> <p>Diary Message in a bottle Letter</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• using semi-colons, colons or dashes</li> <li>• Devices to build cohesion</li> </ul>	<p><i>Text/s:</i></p> <p>Journey to the River Sea</p> <p><i>Extended writing outcome/s:</i></p> <p>A diary entry A balanced argument A letter</p> <p><i>Grammar</i></p> <ul style="list-style-type: none"> <li>• using relative clauses</li> <li>• using semi-colons, colons or dashes to mark boundaries</li> </ul>



	<p>openers</p> <ul style="list-style-type: none"> <li>• Adverbs for degree</li> <li>• Rhetorical questions</li> <li>• Conjunctions</li> </ul>	<p>indicate parenthesis using and punctuating direct speech</p>				
<b>Maths</b>	<p><i>Place value - numbers to 1,000,000 and Roman numerals.</i></p> <p><i>Ordering and comparing numbers up to 6 digits.</i></p> <p><i>Rounding up to the nearest hundred-thousand.</i></p> <p><i>Addition and subtraction - Column methods and mental strategies.</i></p> <p><i>Multi-step problem solving.</i></p> <p><i>Multiples and factors - prime numbers, square numbers and common factors/multiples.</i></p>	<p><i>Multiplication and division - factors, multiples, prime, square and cube numbers</i></p> <p><i>Area and perimeter</i></p>	<p><i>Multiplication and division</i></p> <p><i>Area and perimeter</i></p> <p><i>Fractions</i></p> <p><i>Statistics</i></p>	<p><i>Fractions</i></p> <p><i>Decimals and percentages</i></p>	<p><i>Decimals</i></p> <p><i>Properties of shape</i></p>	<p><i>Positions and direction</i></p> <p><i>Converting measures</i></p> <p><i>Volume</i></p>
<b>Art</b>	<p><i>Design, make, evaluate Clay</i></p> <p>Ancient Greek mythical creatures - pinch pot designs</p> <ol style="list-style-type: none"> <li>1. Research mythical creatures and practice making pinch pots</li> <li>2. Experiment with various mark making techniques on clay - using different tools</li> <li>3. Design a mythical creature, thinking about habitat,</li> </ol>			<p>Self portraits</p> <p>Sketching</p> <ol style="list-style-type: none"> <li>1. Observational drawing</li> <li>2. Proportions of faces</li> <li>3. Blending and shading</li> <li>4. Plan my portrait</li> <li>5. Create my portrait</li> <li>6. Evaluate my portrait</li> </ol>	<p><i>Still life</i></p> <p><i>Fruits</i></p> <ol style="list-style-type: none"> <li>1. <i>Observational drawing</i></li> <li>2. <i>Research Paul Cézanne</i></li> <li>3. <i>Mixing and shading colours</i></li> <li>4. <i>Powder paint practice</i></li> <li>5. <i>Background colour and sketch outline</i></li> </ol>	<p>Textiles</p> <p>Applique cushions</p> <ol style="list-style-type: none"> <li>1. Research and trial stitches</li> <li>2. Research a designer</li> <li>3. Design an applique pillow</li> <li>4. Make an applique pillow</li> <li>5. Evaluate pillow</li> </ol>



	<p>features and diet</p> <ol style="list-style-type: none"> <li>4. Create the pinch pot base then add features on to the pot.</li> <li>5. After the pot has dried, paint the creature</li> <li>6. Evaluate the success of the process</li> </ol>				6. Details and shapes	
<b>DT</b>		<p><i>Food technology</i> Vegetable Soup</p> <ol style="list-style-type: none"> <li>1. Research nutrition of different veg</li> <li>2. Research the nutrition of soups</li> <li>3. Taste and review veggie soups/ toppings -</li> <li>4. Evaluate own recipes</li> <li>5. Make veggie soup</li> <li>6. Taste and evaluate outcome</li> </ol>	<p><i>Design, make, evaluate</i> Egyptian sarcophagus - pneumatic system</p> <ol style="list-style-type: none"> <li>1. Research and evaluate</li> <li>2. Design brief</li> <li>3. Building and evaluation</li> <li>4. Building and evaluation Using tools to cut ( saw)</li> <li>5. Building and evaluation Using tools to drill</li> <li>6. Building and evaluation Using wood glue to stick</li> <li>7. Testing and final evaluation</li> </ol>			
<b>Computing</b>	<p><i>To create a physical computer system that inputs and outputs.</i></p> <ol style="list-style-type: none"> <li>1. Revise key concepts through unplugged activities.</li> <li>2. Revise/investigate input/output activities. Focus on sensors.</li> <li>3. Create a simple sequence using flowol (zebra crossing)</li> <li>4. Continue with the sequence but add delays and loops.</li> </ol>	<p><i>Programming</i></p> <ol style="list-style-type: none"> <li>1. Revise inputs and outputs. Create a human function machine.</li> <li>2. Write simple algorithms for the human function machine using + - x /</li> <li>3. Discuss debugging and problems that can be/ cannot be solved by a computer. In Scratch we can create a</li> </ol>	<p><i>Systems and searching</i></p> <ol style="list-style-type: none"> <li>1. Systems, computers and us.</li> <li>2. Searching the web.</li> <li>3. Selecting search results</li> <li>4. How are search results ranked?</li> <li>5. How are searches influenced?</li> <li>6. What is machine learning?</li> </ol>	<p><i>Audio Production</i> Radio advert about the peak district</p> <ol style="list-style-type: none"> <li>1. Evaluate features of radio adverts</li> <li>2. Use audacity software to record sound - rec, pause and erase</li> <li>3. Clipping and editing recordings</li> <li>4. Layering music behind recording.</li> <li>5. Adjusting clip</li> </ol>	<p><i>Web page creation (possibly need their google logins)</i></p> <ol style="list-style-type: none"> <li>1. <i>What is the WWW and URL?</i></li> <li>2. <i>Explore format &amp; purpose of blogs</i></li> <li>3. <i>Planning our blog, linking to history knowledge</i></li> <li>4. <i>Use</i></li> </ol>	<p><i>Online safety (beinternetlegends)</i></p> <ol style="list-style-type: none"> <li>1. Search engines</li> <li>2. Advanced searches</li> <li>3. Unreliable websites</li> <li>4. Strong passwords</li> <li>5. Spotting spam</li> <li>6. Fake photos</li> </ol>



	<p>5. Use decomposition to solve problems (children bug a partners problem/ children find the problem and debug)</p> <p>6. Use decomposition to solve multi-step problems using bridge lights mimic</p> <p>7. Use decomposition to solve multi-step problems using pelican crossing mimic with potential of creating a subcategory.</p>	<p>simulation of a physical system.</p> <p>4. Run a function machine from scratch. Deconstruct an algorithm.</p> <p>5. Introduce variables – explain that this is a value that changes in a computer program. Investigate a motion sensor.</p> <p>6. Investigate a voice sensor.</p> <p>7. Investigate a sound sensor</p>		<p>volume</p> <p>6. Converting sample to MP4.</p>	<p><i>Edublogs software to create headings &amp; images</i></p> <p>5. <i>Type information into 'blocks'</i></p>	
<b>RHE</b>	<p>Are families ever perfect?</p> <p>Control and consent</p> <p>Protecting our identity</p>	<p>Growing up safe - Big Talk Education</p> <p>What makes a close friend?</p> <p>Should friends tell us what to do?</p>	<p>Is there such a thing as the perfect body?</p> <p>Meeting strangers online</p>	<p>Personal information - term and conditions</p> <p>Why do we argue? Can I avoid getting ill?</p>	<p>Who am I? Is there such a thing as a normal family? Analysing digital media</p>	<p>How can I be a great citizen?</p> <p>Why is money important? How should I spend my money?</p>
<b>PE</b>	<p><i>Athletics</i> Sports Hall Athletics</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can sprint up to 30 meters without slowing drastically.</li> <li>• I can jump using power in the legs for height and distance.</li> <li>• I can throw smaller objects with power and aggression yet</li> </ul>	<p><i>Games</i> Basketball, Tag Rugby, Football (Attacking strategy)</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can catch balls of different sizes and can do so with one hand.</li> <li>• I can pass a ball using hands and feet over various</li> </ul>	<p><i>Gymnastics</i> Advanced Key Steps Gymnastics</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can perform various Key Steps floor routines and use higher apparatus showing a range of flexibility.</li> <li>• I can analyse a performance and suggest how it could be</li> </ul>	<p><i>Racket Sports</i> Mini Tennis, Badminton</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can show forehand and backhand to maintain a rally with an opponent.</li> <li>• I can use a range of service, drop and clear shots in order to beat an opponent.</li> <li>• I can recognise when</li> </ul>	<p><i>Orienteering</i> Competitive Orienteering</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can orientate a map and use key features in order to find orienteering points.</li> <li>• In addition I can successfully solve</li> </ul>	<p><i>Striking and Fielding Games</i> Kwik Cricket, Team Cricket, Baseball</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• I can bowl accurately with pace using under arm technique.</li> <li>• Furthermore, I can hit the ball in different directions.</li> <li>• I can recognise the</li> </ul>



	<p>maintain technique.</p> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To improve all aspects of a sprint race.</li> <li>To increase distance jumped both vertically and horizontally.</li> <li>To recognise how improved technique will result in objects being thrown further.</li> <li>To attempt to run competitively at long distance races.</li> <li>To improve relay changeovers.</li> <li>To compete in a class competition.</li> </ol>	<p>distances.</p> <ul style="list-style-type: none"> <li>I attempt to employ defensive tactics such as 'man to man' defence.</li> <li>I understand the importance of triangles and options when in possession.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>Basketball - To maintain possession of the ball.</li> <li>Basketball- To improve both shooting success and defensive strategy.</li> <li>Football - To control the ball and pass with accuracy.</li> <li>Football - To implement an effective formation.</li> <li>Tag Rugby - To effectively pass a rugby ball to create space.</li> <li>Tag Rugby - To outwit an opponent with the ball.</li> </ol>	<p>better.</p> <ul style="list-style-type: none"> <li>In addition I can use video to complete a self assessment.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To link moves together and mirror a performance.</li> <li>To attempt different jumps and vaults.</li> <li>To link all skills covered to create a routine.</li> </ol> <p><i>Dance</i> Fusion of Styles</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can perform a combination of teacher led moves in a Street Dance. I can act 2 counts of 8 to the dance considering various dance concepts.</li> <li>I can analyse a performance and suggest how it could be better.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To use your body to create rhythm and percussion.</li> <li>To change the pace and feel to the performance through style.</li> <li>To show raw emotion in the performance through the introduction of contemporary movements.</li> </ol>	<p>to play a drop and clear shot.</p> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>Tennis - To react to where the ball lands and return a shot.</li> <li>Tennis -To attempt to purposefully win a point within a rally.</li> <li>Tennis -To serve the ball over the net with direction.</li> <li>Badminton - To serve the shuttle over the net with direction.</li> <li>Badminton- To employ both forehand and backhand shots within a rally.</li> <li>Badminton - To alter between attacking and defensive shots within a game.</li> </ol> <p><i>Swimming</i> Top Up Swimming Lessons</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can competently swim 25m using a range of strokes.</li> <li>I manage my own risk in deep water.</li> </ul>	<p>problems in a team and as an individual.</p> <ul style="list-style-type: none"> <li>I show planning skills when problem solving.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To recognise key features to help find an orienteering point.</li> <li>To orientate a map and locate the next point to find.</li> <li>To use string to estimate distance on a course.</li> </ol> <p><i>Personal Health and Fitness</i></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>I can set up a range of training sessions to recognise what component of fitness they improve.</li> <li>I can successfully measure levels of fitness and identify areas in need of improvement.</li> </ul> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>To record a baseline level of fitness.</li> <li>To explain the benefits of circuit and fartlek training.</li> <li>To explain the</li> </ol>	<p>rules of Kwik Cricket and Baseball and I can select the batting pairs accordingly.</p> <p><b>Sequence:</b></p> <ol style="list-style-type: none"> <li>Cricket.</li> <li>To bowl with direction and purpose in a game.</li> <li>Cricket.</li> <li>To retrieve the ball as quickly as possible.</li> <li>Cricket.</li> <li>To hit the ball into space within a game.</li> <li>Baseball.</li> <li>To officiate a new game and recognise all key rules.</li> <li>Baseball.</li> <li>To alter stance and grip to vary where to hit the ball.</li> <li>Baseball.</li> <li>To use different pitches within a game and consistently pitch to the correct base.</li> </ol>
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					benefits of interval training and yoga.	
<b>Music</b>	<p><i>What is distinctive about sea-shanty singing?</i></p> <p>1 Sing a sea shanty with a strong beat.          2 Learn a cup game, keep to the beat.          3 Progression snapshot. Video singing          4 Body percussion, notated on rhythm grid          5 Create accompaniments with bass notes and chords          6 Rehearse and perform</p>	<p><i>Can you compose a hit song?</i></p> <p>1 and 2. Identify the structure of a song and analyse lyrics.          3 and 4. Write the lyrics of a hook.          5 and 6. Create a tune for the hook.</p>	<p><i>How does a nasheed communicate to its audience?</i></p> <p>1 Learn the song and where it comes from          2 Learn more about Islamic music and the Nasheed          3 Progression snapshot. Video singing          4 Sing, play drone and improvise          5 Sing, play chords          6 Rehearse and perform</p>	<p><i>What is distinctive about Baliense music?</i></p> <p>1 and 2 Gamelan beleganjur          3 and 4 The kecak vocal chant          5 and 6 Create and perform</p>	<p><i>How can music tell a story?</i></p> <p>1 and 2 A happy little walk          3 and 4 A strange encounter          5 and 6 The full story</p>	<p><i>What is distinctive about reggae music?</i></p> <p>1 Learn about history of reggae. Learn the song.          2 Connecting Bob Marley's songwriting with Jamaican history.          3 What are sharps and flats in music?          4 What is a chord? Can you demonstrate chord changes?          5 and 6 How smoothly can we play Three Little Birds? Can we perform it?</p>
<b>RE</b>	<p><b>Why do some people believe in God and people not?</b>  <i>(Multi faith and non-religious/Humanist)</i></p> <ol style="list-style-type: none"> <li>How many people believe in God?</li> <li>What do Christians believe God is like and where do they get their ideas from?</li> <li>How can psychology help us understand what people mean when they like the idea of God?</li> <li>Why do some people believe that God does exist?</li> <li>Why do some people believe that god does not exist?</li> <li>Enquiry Question; Where do I stand?</li> </ol>	<p><b>Why do Christians believe Jesus was the Messiah?</b>  <i>(Christianity)</i></p> <ol style="list-style-type: none"> <li>Why did the People of God need a Messiah?</li> <li>What was prophesied about the Messiah?</li> <li>What evidence is there that Jesus is the Messiah?</li> <li>The Messiah has arrived, or has he?</li> <li>How does Christmas fit in with Christian belief about Jesus?</li> <li>Why do Christians</li> </ol>	<p><b>What does it mean to be a Muslim in Britain today?</b>  <i>(Islam)</i></p> <ol style="list-style-type: none"> <li>What is a Muslim like?</li> <li>How might the Five Pillars affect the lives of Muslims in Britain today?</li> <li>What is Eid-ul-Adah?</li> <li>What is the significance of the Holy Qur'an for Muslims?</li> <li>How do Muslims put the words to the Qur'an and Prophet Muhammed (pbuh) into practise?</li> <li>How does the masjid reflect Muslim beliefs?</li> </ol>	<p><b>Why is the Torah so important to Jewish people?</b>  <i>(Judaism)</i></p> <ol style="list-style-type: none"> <li>What do Jewish people believe about God?</li> <li>What are the beliefs of Orthodox Jewish people?</li> <li>How is a Sefer Torah made and treated?</li> <li>What are some stories in the TaNaKh and how do they shape Jewish life today?</li> <li>How do the commandments in the Torah impact Jewish life?</li> </ol>	<p><b>Christians and how to live; What would Jesus do?</b>  <i>(Christianity)</i></p> <ol style="list-style-type: none"> <li>Where do Christians find out about what Jesus did?</li> <li>Why do Christians think it is wise to follow Jesus' teachings?</li> <li>What was Jesus' sermon on the mount about?</li> <li>What would Jesus do about illnesses?</li> <li>What would Jesus do about justice?</li> <li>What would Jesus do to make the world a better</li> </ol>	<p><b>What matters most to Humanists and Christians?</b>  <i>(Thematic Unit)</i></p> <ol style="list-style-type: none"> <li>Why do people do good things and bad things?</li> <li>How could a code for living help people to be good?</li> <li>What values matter most to Christians? How does it show?</li> <li>What matters most?</li> <li>How do you decide what matters to you?</li> <li>What do Humanists and Christians base their decisions on?</li> </ol>



		believe that Jesus is the Messiah?		6. What diversity is there in Judaism?	place?	
<b>Spanish</b>	Do you have a pet? ¿Tienes una mascota?	The date La Fecha	My home ¿Donde vives?		Clothes La Ropa	