

C5 Horizontal Curriculum

Visual and Graphic Arts
Indicative Content
<p>Drawing: (see also Form Drawing themes, and Maths ARLOs for Shape, Space and Measure) In Class 5 children begin to use drawing in two distinct ways. In main lesson books illustrations move from separate full page drawings to being integrated into the writing. This gives opportunities for variety, as well as for creating smaller drawings that take less time. Children should complete the writing first, either drawing at the bottom of the page, or leaving spaces for illustrations to be embedded into the text. The illustrations can come right up to the text, and sometimes even go behind the writing (although pupils may need a reminder to keep shading light so that the writing is not obscured). Botany offers the opportunity to develop their abilities of observation and depiction with the creation of more detailed and accurate drawings. After discussing and describing the plant in its environment, the children can be guided to allow the plant to emerge on the paper in stages. The colours chosen for the background aim to express the qualities of the surroundings, e.g. light, warmth, aridity etc. The children's sense of perspective is developing still further, and they are beginning to observe, for example, shadows on one side of an object. Children mostly still need to draw figures from frontal or side profile, but they can transition into shading with coloured pencils, sometimes blending carefully with a finger, and creating shadows on objects to make them look more three dimensional.</p> <p>Painting The Class 5 Main Lessons of botany, geography and zoology offer plentiful opportunities to practice layering colours and finding earthy tones. These techniques provide the means by which to create paintings of contrasting climates, atmospheric conditions and animals in their natural habitats. The children will also be led to discover how to paint perspective in the form of receding landscapes.</p> <p>Clay Modelling: In the plant main lesson, beginning with a sphere or egg-shape, make buds, fruit and other plant forms. These need not be naturalistic; the important thing is to sense a growth movement that forms the unformed material. Human figures – first standing, then sitting. Begin with figures wrapped in a cloak, crib figures etc, where the arms and legs do not have to be articulate. Progress to arms moving away from the body and legs taking a stance.</p>
Pedagogical Reasoning
Previous drawing and painting out of an inner feeling for a gesture, or a mental picture created through narrative and description, is supplemented by detailed observation.
Consideration for Decolonisation/Contextualisation
Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.
Suggested ARLOs
Visual and Graphic Arts, Science - Living things and their habitats

Handwork: knitting in the round
Indicative Content
<p>The world is beautiful: knitting in the round</p> <p>Knitting Knit a pair of socks on 4 or 5 needles. The socks should be knitted simultaneously – knit a section (e.g. cuff, heel) on one sock, then repeat on the other. This avoids issues with tension, running out of wool, remembering the technique etc.</p> <p>Hand Sewing: Materials and techniques relating to the history/geography curriculum Towards the end of the year, it is possible to complete the animal drawings needed to make the pattern for the 3D animal in Class 6.</p>
Pedagogical Reasoning
<p>This long term project trains the will by requiring the learner to make two identical socks which consists of learning and then repeating several skills on each sock including turning the heel-- a challenging yet magical step. Watching their socks' emerging pattern, which is worked in a colour progression to indicate various parts of the sock and its opening, creates a sense of joy in their work and an appreciation of how colours can harmonize. Along the way, children will experience and often recognize how maths can help them check the accuracy of their work.</p>
Consideration for Decolonisation/Contextualisation
<p>Consider the provenance of items in museums and collections. Sock from Ancient Egypt in the National Museum of Scotland ("Lost Sock Blog: May 7, 2020)) https://blog.nms.ac.uk/2020/05/07/the-lost-sock/ Consider including textiles and embroidery from e.g. Mesopotamia, China, Egypt, Central America, Polynesia. Be very aware of the spiritual significance of different colours, stitches and textiles for different cultures.</p>
Suggested ARLOs
Handwork

Media Education
Indicative Content
<p>Children should practice using books for research, navigating book collections and libraries. They should use this research in small projects, drawing on their growing literacy skills and showing their work in regular small presentations. Singing is still a regular and important part of the school day, and instrumental music is highly valued. Children take their first steps in the study of music as an academic subject, recognising some of its natural laws and conventions. Precise and accurate drawing is further developed as a skill in, for example, in the botany main lesson, and different media forms such as flip books and shadow theatres may be introduced. Through discussion of the characters in books and stories, children understand that people can disguise themselves, and trick others into believing things that are not true. Children are encouraged to talk about things that might make people (including themselves) feel sad, worried, uncomfortable or frightened. They discuss bullying, and how people's perceptions of playful joking and teasing might differ. Children know how to report bullying both in and out of school, and talk about how to respond to peer pressure.</p> <p>Teachers can begin to model the appropriate use of commonplace media technology in the school</p>

environment, where children are not yet allowed this use, e.g. entering information into a classroom computer, taking photographs of children’s work etc.
Pedagogical Reasoning
Analogue processes help children understand things in the truest sense of the word. Once they are acquainted with analogue technologies and their potentials, the basis is created for them to be able to judge how and when digital techniques can be used sensibly, based on their own experience. Mastering the medium of writing forms the basis of all media competence. Reading is the basic and key qualification that develops and promotes media competence in general. The ability to present content in an effective and independent way requires the ability to research knowledge in analogue as well as digital formats. Understanding the construction of images and music, and how basic media carriers (e.g. paper, pens) are produced, provides children with a basis for later judgement(s) of media. Learning a challenging solo instrument helps children to develop the widest possible range of productive musical skills and benefit from practical experience. Alongside this practical competence is a focus on the development of dispositions and social and emotional skills which support children to later develop self control and regulate their use of media, and to treat people in the digital realm with respect and understanding. This can be followed through the PSHE/RSE curriculum, and the development of imagination and empathy as enhanced capacities through long term curriculum intent. In modern life, regardless of a school’s policy on media use at home, children will have direct and indirect exposure to media through family and friends. Potentially disturbing or dangerous content, or even seemingly harmless images leave an impression on the young child. Children need to be confident that they have safe spaces in which to discuss their feelings about whatever they may have seen or been exposed to. In a world where technology is commonplace and deeply embedded into the lives of adults, children need to begin to see their teachers work with it effectively. Where parents have chosen to allow children to access technology, children need to feel safe enough to discuss their online activities in the presence of teachers, without fear of judgement.
Consideration for Decolonisation/Contextualisation
Songs, stories and images should be inclusive of a range of people, taking into consideration: gender and family stereotypes, skin and hair colour/type, disability and age. Stories and songs should be taken from a range of cultures around the world.
Suggested ARLOs
Technology, RSE, PSHE

MFL Developing Literacy
Indicative Content
A varied balance of oral work, extensive reading, and writing creatively around a selected topic. Grammar work. Short plays.
Pedagogical Reasoning
Children of this age have a strong rhythmical memory, and are capable of learning much. Enjoyment of the language is essential, and to build on this the children’s own creative imagination should be called into play wherever possible. Children can now relate people who speak other languages with specific places and have an initial sense of relationship between language, culture and lifestyle (boulangier/baguette/croissant, coiffeur/la mode) and geography at least in an archetypal sense (French people and Paris, Brittany fisherfolk- crepes, Moule de Normandie).
Consideration for Decolonisation/Contextualisation

Songs, stories, texts and pictures should represent a wide range of people, skin colours, hair types etc, and should not reinforce stereotypes.
Suggested ARLOs
Modern Foreign Languages

Dynamic Drawing: Plant forms and metamorphoses
Indicative Content
Plant forms (e.g. fire cone patterns, leaf, tree branch, roots systems) and metamorphosis. Freehand geometric forms and fractals overlap with geometric construction using compass and ruler. The ancient cultures provide a rich field of ornamentation and patterns, also Islamic patterns.
Pedagogical Reasoning
Linearity is an archetypal quality as old as humanity related to orality, expressing directional movement in space and time. Walking, talking (storylines, songlines) and drawing are all linear. Children need the opportunity for free linear drawing, rather than drawing from observation or imagination because the dynamic movements are embodied and not yet filled with mental content. Form drawing or dynamic drawing is an activity that transforms bodily movement in space into inner movement in ways that transposes the external orientation into inner orientation, weaving the three dimensions (up/down, right/left and behind /in front) into a dynamic relationship between point and periphery, centre and circumference. It is a creative process, free hand requiring control and sense of proportion that builds on archetypal forms, point, line, surface and volume. In dynamic drawing, children learn to give matter form in creative ways.
Consideration for Decolonisation/Contextualisation
Patterns from a wide range of cultures can be used.
Suggested ARLOs
Maths (Shape, Space and Measure), Visual and Graphic Art (form drawing)

Spiritual, Religious, Moral and Ethical Education
Indicative Content
A sense of the evolution of human consciousness through the study of ancient civilisations. A growing awareness of the wider world. Making the transition from myth to history and its emphasis on the individual. A study of Buddhism, Hinduism (and Zoroastrianism) in terms of stories, festivals, traditions, beliefs and practices – and experiences of Greek philosophy, democracy and Socratic scepticisms. Hindi festivals: Diwali, Holi, Onam. Buddhist festivals: Magha Puja, Wesak, Prininirvana. PSHCE-Citizenship: Greek history features the emergence of democracy and the city state as a new form of government. Questions: Do we have a destiny as opposed to chance? Are we like we are because of our parents or what lies within us? Why do some people think they have been here before?
Pedagogical Reasoning
A pivotal point between childhood and puberty, the end of first part of school years. The ability to look back and to plan the future combined with deepening feeling, allows for the emergence of conscience

and responsibility. Pupils are intellectually and morally ready for new challenges and can grasp an understanding of right and wrong in a reasoning spirit.
Consideration for Decolonisation/Contextualisation
In Main Lessons and subject lessons, there can be a reliance on one author or source – e.g. Kovacs. Contemporary materials should be used - research the civilisations widely and through the lens of diversity, bringing protagonists and events that represent people of diverse gender, sex, sexuality, religion and ethnicity. Make any study of specific religions current, relevant and focused on human experience.
Suggested ARLOs
SMSC

Sustainable Living: Local geography and ecology
Indicative Content
<p>The home base now becomes an indoor workshop and an introduction to the school garden, whilst time outside is spent exploring further afield. In the workshop a range of options are provided to develop specific manual skills and formal green wood techniques become an extension and reorientation of previous simple whittling, through the making of simple items without concave or convex forms. Gardening is begun through the collection, drying and packeting of seed from gardened plants, followed by raising plants from seed in pots and planters. This should emphasise the plant and insect world (leaving the heavier work of the preparation of soil and compost to Class 6). Bees and their hives can be introduced. Children learn to identify the trees within the school grounds by their leaves, bark, twigs, seeds, fruits and flowers. Trees can also be grown and planted locally.</p> <p>Physical exploration of local geography takes the form of long (up to 8-10km per day) walks across the county, where children can experience different biomes, soils, crops, habitations and wild spaces. These walks are not outdoor pursuits, but rather a way of gaining concrete experience of changes of landscape. They should be alternated with time on the school grounds, with the children being given the opportunity to recall and reflect on what they have observed. Maps can be made of the landscapes that have been explored, often preceded by the construction of very basic 3D models, for example digging clay to model with and/or using bricks or stones to represent buildings etc.</p> <p>From Class 4 onwards, one or more additional crafts can be added to the curriculum. The craft chosen and the level at which it is engaged with will be dependent on the practical skills of the teacher, and the prior learning of the children. Some suggested themes might be basic blacksmithing, or ceramics.</p>
Pedagogical Reasoning
The children’s intellect is emerging in ways that enable them to begin to understand more abstract concepts, and this is mirrored in an challenge to think about the environment in a different way. The move to the workshop and garden prepares them for the shift to a focus on craft and gardening in the middle school.
Consideration for Decolonisation/Contextualisation
Cross-referencing with history/geography to show how different cultures engage with their environments. Creation myths from several cultures, and how these reflect the physical environment. Tool use and artefacts and trade in important raw materials like metals, timber. Cultures that were ecologically sustainable in antiquity and those who were not (e.g. Ancient Greeks deforestation).
Suggested ARLOs
Science and Technology, Geography, Social Science,

Narrative and Reading Material
Indicative Content
<p>Encourage book use rather than screen time.</p> <p>Reading for pleasure:</p> <ul style="list-style-type: none"> • Children’s literature on the curriculum themes for the year: multicultural mythology; stories which explores the British Isles; stories set in ancient/historic cultures • Children’s non-fiction on the curriculum themes of the year: books on local/regional plants (e.g. ID and spotters guides (e.g. Usborne), forager’s guides); • Good quality illustrated guides: National Geographic photo books, book versions of David Attenborough series’ etc. • Books of the British Isles with glossy interesting photographs and informative text, e.g physical geography, town/county guides, national park guides. <p>Taught reading skills:</p> <p>Writing book reports and recommendations: summarising, explaining why they have enjoyed what they have read.</p>
Pedagogical Reasoning
<p>Extensive reading should become part of the class culture. The class library should have a range of fiction and non-fiction books suitable to the curriculum themes of the year. Books should be accessible, i.e. written at an appropriate level, and in a range of formats and genres. Children should learn how to use books as a valuable source of information and learning.</p>
Consideration for Decolonisation/Contextualisation
<p>Stories from around the world with a range of inclusive themes and characters. Stories that challenge gender and family stereotypes.</p>
Suggested ARLOs
<p>Literacy, Science and Technology, Geography, Social Science</p>

French: developing Literacy
Indicative Content
<p>A varied balance of oral work, extensive reading, and writing creatively around a selected topic. Grammar work. Short plays.</p>
Pedagogical Reasoning
<p>Children of this age have a strong rhythmical memory, and are capable of learning much. Enjoyment of the language is essential, and to build on this the children’s own creative imagination should be called into play wherever possible. Children can now relate people who speak other languages with specific places and have an initial sense of relationship between language, culture and lifestyle (boulangier/baguette/croissant, coiffeur/la mode) and geography at least in an archetypal sense (French people and Paris, Brittany fisherfolk- crepes, Moule de Normandie).</p>
Consideration for Decolonisation/Contextualisation
<p>Songs, stories, texts and pictures should represent a wide range of people, skin colours, hair types etc, and should not reinforce stereotypes.</p>

Suggested ARLOs
Modern Foreign Languages
Games and Movement
Indicative Content
<p>The Olympics. Light and heavy - harmony in rhythmical movement.</p> <p>Maintain a structure/routine/rhythm to the beginning of the lesson, whether this is a line or a circle. Exercises, movements and techniques should be practiced, but with an emphasis on the aesthetic aspect rather than a measuring of time taken or distance travelled.</p> <p>Running and tag games, rhythmical body percussion, floorball and dodgeball in a simplified form. Games with rules for practising skills with manual apparatus – balls, ropes, hoops, rods, juggling balls etc – passing, throwing and catching. Exercises on combinations of gymnastics apparatus, including ropes and rings. Floor gymnastics – adding cartwheel, other acrobatics and exercises in pairs. Introducing athletic disciplines: sprints, relays, long jump, javelin; possibly discus and wrestling. Folk dancing – e.g. Greek dances in an open circle with a cross step. Third Bothmer exercise.</p> <p>The Olympics – a celebratory summer event, in cooperation with other schools where possible.</p>
Pedagogical Reasoning
<p>When physically active, children have a direct and profound experience of who they are spiritually, emotionally and physically. Children of this age are in their element with physical activity, they tend to have good rhythm and balance. They feel a need to test their strengths and abilities, with a focus on beauty of the actions and movement rather than recording how fast / far. Athletics (with link to Ancient Greece) provides a wealth of challenges.</p>
Consideration for Decolonisation/Contextualisation
<p>Ensure that 'strong' characters in stories and pictures are both girls and boys. Ensure that character descriptions include a range of skin colours and hair types. Take care with games where children choose each other, that no child is repeatedly unchosen or left until last.</p>
Suggested ARLOs
Physical, Social Sciences

Maths: rules and methods
Indicative Content
<p>The maths main lessons build on to and bring together maths learning from arithmetic and form drawing. The lessons establish that there are rules and methods of calculation, and that appropriate technical terminology should be used. Steiner insisted that only the rules and the methods of calculation should be entered into children's 'rule books', not their worked examples.</p> <p>Content should be woven together in a healthy balance of activities.</p> <p>Fluency in arithmetic:</p>

- Constant practise in mental arithmetic - using the four rules
- Calculations using fractions
- Calculations using decimal fractions/decimals
- Formal written methods for long form multiplication and division
- Multiplication and division of fractions
- Averages and percentages can be introduced.

Shape, Space and Measure:

Freehand geometry:

- Understanding the regularity of how shapes relate in space.
- Freehand drawing of triangles, squares, circles.
- Dividing drawn circles, making patterns.
- Introduction of set square, ruler and compass
- Constructing circles, squares, hexagons, rhombus, parallelogram etc and perpendicular lines
- Decimal measurements, including digital time, 24 hour clock, decimal money, length, volume, weight etc.
- Theorem of Pythagoras is introduced pictorially and this introduction can be seen as a bridge, or a gateway into individual, investigative exploration of mathematical theorems.

Pedagogical Reasoning

Class 5 is a bridging year between the concrete, arithmetic maths of Classes 1-4 and the abstractions and formulae of Class 6 onwards.

Out of the body's relationship with space, they embody the rules. An eye-hand co-ordination sense of symmetry and balance. Mental mobility in imagination of space.

Children are now applying laws not only to dividing the whole but to construct abstract shapes - going from a practical, judged feeling of whether something is 'square', 'triangular' or 'round' to the abstract idea of shapes. Increasing step of abstraction. Cultivating exact spatial imagination. Introducing lawfulness in thinking about shape and space.

Consideration for Decolonisation/Contextualisation

A historical context should be given to the development of decimal measurement in particular. For example:

The medieval Islamic scholar al-Uqlidisi who introduced decimal fractions in a book written in 952. The systematic development of decimal fractions in the book *Miftah al-Hisab* written in 1427 by Al-Kashi.

The biography of Simon Stevin, 1548-1620, the Flemish military engineer and mathematician who promoted the idea of internationally useful decimal weights, measures and currency.

Ensure that representations of people are inclusive.

Suggested ARLOs

Maths (Shape, Space and Measure), Visual and Graphic Art (form drawing)

[The Living, Growing Earth](#)

Indicative Content

<p>Developing an observation-based study of flowering plants in their environment and their connection to the animal world.</p> <p>Plant morphology, with equal emphasis on beauty as structure. The naming of familiar local plants, from damp, shady nooks to hedgerows and trees.</p> <p>Following the processes of transformation from seed to flower and fruit.</p> <p>The diversity of the plant covering of the entire earth from equator to poles and lowlands to mountain peaks. Plants in relation to sun, air, soil and water. Plants in their relationship to landscape, climate and the animal world (eg insects).</p> <p>Plants and their uses.</p> <p>The importance of biodiversity and the effects of climate change.</p>
<p>Pedagogical Reasoning</p> <p>The sentient nature of the animal world in Class 4, is appealing and engaging to the child. The plant world, although it is less emotionally immediate, is more closely aligned with an ecological context, and is in an intermediate position between the earth and the atmosphere.</p> <p>The children’s burgeoning intellectual capacities can meet the complexity and detail of plant life, including transformation over time and processes of reproduction.</p> <p>Increased self-consciousness at this age, can find some refuge in the quiet beauty of the plant world, along with the affirmation that importance does not lie in outer sensational activity, but more often in silent, hidden persistence.</p>
<p>Consideration for Decolonisation/Contextualisation</p> <p>There should be a focus on the local environment as context, and an understanding of the relationship of native and exotic plants and the benefits and challenges that these bring.</p> <p>Plants and their uses in other cultures; plants and their products from other places; fair trade, monoculture, food miles and sustainability.</p>
<p>Suggested ARLOs</p> <p>Science and Technology Classes 1-5</p>

<p>Zoology: groups and families</p>
<p>Indicative Content</p> <p>Developing imaginative visualisation of contrasting groups of animals (e.g. birds, carnivores and herbivores) in their habitats.</p> <p>Descriptive accounts of a number of groups of animals, their habitats and unique behavioural characteristics. Contrasting types within the group are studied, (e.g. songbirds, waterbirds and birds of prey; bears, cats and wolves) with a focus on their specialisms, feeding habits and how they raise their young.</p>
<p>Pedagogical Reasoning</p> <p>To cultivate the powers of analytical thinking, in identifying types and holistic thinking in terms of animals in their environments and relationships.</p>
<p>Consideration for Decolonisation/Contextualisation</p> <p>Taking a global perspective:</p> <p>Disappearing environments. Impact of tourism on wildlife, including wildlife and ecological tourism.</p> <p>Protection of rare species. The complexities of land use by humans and animals.</p>
<p>Suggested ARLOs</p> <p>Science and Technology Classes 1-5</p>

Human Societies in their Environments
Indicative Content
<p>From the local area the radius expands to the next larger physical and political context and the connection between the locality and the region or country as a whole (e.g. the British Isles). Major physical features, hills, plains, rivers, coastline, islands. Major regions (Midlands, Highlands, the Peak District, the North East). Major land use in the different regions and how these were traditionally linked, urban- countryside, uplands , lowlands, ports and hinterland and overseas, main natural resources. Understand the historical connection between geography and economics (the contemporary post-industrial economy will be covered in Class 8)</p> <p>Transition from making maps to reading maps of different scales, from maps of the country to ~1:25 000, e.g. from a map of the whole British Isles to maps showing footpaths and contour lines. Relief maps.</p> <p>The water cycle – precipitation, springs mountain streams, valleys and river systems, lakes, estuaries and deltas, seas and oceans, evaporation, condensation etc</p>
Pedagogical Reasoning
<p>The development of spatial awareness beyond what can be seen and the connections between the visible and invisible in nature, in physical features (rivers systems and their cycles, seas, lakes, hills, and what lies beneath the surface, different soil types and the plants that grow there). Expansion of awareness of temporal dimensions (seasons, climate, resources from past, tides) and their relationships expand the pupils’ awareness of process over time and space. Notion of economic and cultural co-dependencies (urban and rural) reveal a consciousness of connectedness.</p>
Consideration for Decolonisation/Contextualisation
<p>No island is an island..</p> <p>Ensure that a range of communities and cultures are included, plus migration.</p>
Suggested ARLOs
<p>Geography, Social Science, Literacy, Visual and Graphic Art</p>

Cities and Nomads: From Myth to History
Indicative Content
<p>To explore the transition from myth to history via the invention of symbolic representation (writing) e.g. through themes from Mesopotamia, China, Egypt, Central America, Megalithic and Bronze Age cultures or Polynesian cultures.</p> <p>To describe the economy and culture of a range of early complex societies through their mythology: settled and nomadic cultures; the development of agriculture; the specialisation of professions; and hierarchical structures and societies.</p>
Pedagogical Reasoning
<p>Understanding early complex cultures through their mythology, and how their mythology reflects their relationship to their physical and spiritual environment. Myth, art and artefacts offer expressions of the consciousness of the people in those times and cultures and the diversity of the environments is reflected in the diversity of cultural responses.</p>

<p>For example, early agrarian complex societies were in a very precarious relationship with their environment. These societies were stabilised by religious rites, shared traditions, shared narratives etc. These aspects were in turn shaped by the physical and social environments, including the tensions between urban communities and nomads.</p>
<p>Consideration for Decolonisation/Contextualisation</p>
<p>These explorations of early societies form the basis for understanding diversity of culture but also the processes of colonisation and subjectification. It is important not to present a one-sided, technology driven or Euro-centric view of progress and to explore the idea that most early urban civilizations were based on social stratification, slavery, war and centralized authority. Non-urban civilizations (Neolithic, Polynesian, Steppe people, Native Americans) should be part of the story.</p>
<p>Suggested ARLOs</p>
<p>Literacy, History, Geography, Visual and Graphic Art</p>

<p>Use of language: accuracy, nuance, subtlety and complexity.</p>
<p>Indicative Content</p>
<p>Active and passive, direct and indirect speech. Simple and continuous in all forms (e.g. including question form) Prepositions of time.</p>
<p>Pedagogical Reasoning</p>
<p>Moving from competence to develop a feeling for more accurate language structures and means of expression. Cultivating a sensitivity through language to relationships, and how relationships can be expressed through language. Understanding the many ways in which language signifies what is relevant and important.</p>
<p>Consideration for Decolonisation/Contextualisation</p>
<p>Consider the importance of accepting vernacular and dialect (both regional and ethnic)English (contractions, idioms, slang, phrasal verbs etc). Promote an understanding that there are many Englishes, all equally valid in context, and that only written English has a standard form. Ensure example sentences feature a range of people and challenge stereotypes (e.g. conscious choice of gendered pronouns).</p>
<p>Suggested ARLOs</p>
<p>Literacy</p>

Age-related Learning Opportunities for Visual and Graphic Arts C5	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <p>Drawing</p> <ul style="list-style-type: none"> To explore more complex ways of illustrating their written work To explore close observation of plants in their 	<p>Competent Drawing</p> <p>Children illustrate their written work in creative ways, leaving planned spaces for drawings, and overlapping text and images. They can discuss and describe a particular plant, and then represent it with a detailed and accurate pictures drawing.</p>

<p>environment and create detailed drawings</p> <ul style="list-style-type: none"> To explore colour shading with coloured pencils <p>Form Drawing</p> <ul style="list-style-type: none"> To explore plant and nature motifs, e.g. branching, metamorphosis, fractals <p>Painting</p> <ul style="list-style-type: none"> To explore how the order of layering colours can produce distinctly different hues (e.g. a yellow under a blue will make a different shade of green to a yellow painted thinly over a blue) To paint scenes which illustrate contrasting climatic zones To paint scenes which reflect the different cool and warm tones of various times of day (e.g. cool, misty mornings, heat imbued dusks etc) To paint animals in a range of habitats To explore the use of colour tones to create perspective in landscapes <p>Modelling</p> <ul style="list-style-type: none"> To explore creating plant and human forms from clay 	<p>Children use coloured pencils with some skill, shading with colour and creating shadows to give depth to some objects.</p> <p>Competent Form Drawing</p> <p>Children can use their understanding of pattern and geometry in nature to draw plant-like forms or examples of similar patterns in, for example, a snail shell. They can metamorphose a shape by creating a series of images which gradually move from the start to the end point.</p> <p>Competent Painting</p> <p>Children consciously discover and create colour differences, working with more subtle differentiations and nuances of colour. They produce work that demonstrates their control of the medium, representing the intended mood, atmosphere and subject of the painting through their choice and blending of colours and their composition.</p> <p>Competent Clay Modelling</p> <p>Children can create a simple plant form from a single lump of clay, beginning by making a sphere or ovoid. They can form simple human figures with arms and legs.</p>
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Age-related Learning Opportunities for Literacy C5	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> To practise reading aloud, reciting, presenting and performing To be exposed to challenging and ambitious vocabulary: exploring unfamiliar words in a range of contexts and investigating etymology and morphology To write at length across the curriculum, with scaffolding and prompting that supports them to plan, structure and edit their work To learn to use a wide range of punctuation accurately and practise using it in their writing To explore the accurate use of a range of verb 	<p>Competent Literacy</p> <p>Children can read aloud, recite longer pieces and perform a speaking part in a play to the school community fluently, with understanding, with attention to punctuation and with expression. They present their work from across the curriculum to their peers, maintaining a focus on the topic, summarising main ideas and giving key details. When listening to presentations, they can note down key information or important details. Children write fluently and legibly in cursive script. Their spelling is generally accurate and they use a dictionary or thesaurus when needed. Children use a greater range of punctuation and text structuring accurately and to support meaning. They plan,</p>

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<p>forms and prepositions</p> <ul style="list-style-type: none"> • To read a wide range of texts for pleasure: different text-types and genres, literature from their own and other literary heritages • To have time to read, both self-selected and directed material, in school and at home, independently and with others, and to discuss what they have read • To share their own and others' recommendations for reading material • To read for a range of purposes across the curriculum, developing their understanding of what they read using a variety of strategies and resources, practising extracting key information, summarising and discussing what they have read, and justifying their views and opinions • To learn some technical language for literary analysis, including literary terms and devices. 	<p>structure, edit and proof-read their writing, adapting for the audience, drawing on their reading experience and using organisational and presentational devices. Children approach diverse texts with confidence, selecting from a wide range of fiction, poetry, plays, non-fiction, reference and textbooks. They read independently and silently and the speed of their reading increases beyond that of speech. Children discuss, in an increasingly mature way and using some of the language of literary analysis, their understanding of what they read, asking questions, making inferences and connections, and identifying how the author uses language, structure and presentation to convey meaning and influence the reader.</p> <p>Book band: Grey, dark blue, dark red, black, black+</p>
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Age-related Learning Opportunities for Social Science C5	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> • To explore the cultures and economies of a range of early complex societies and their significant mythological, legendary and historical figures through vivid pictorial narrative, songs, texts and verses. • To experience, through narrative content, aspects of the development of agriculture, settlement, cultures and beliefs in these ancient cultures, and how these related to the climate and environment where they were geographically situated. • To encounter relevant historical terms and ambitious vocabulary, exploring the meaning and context of new words. 	<p>Competent Social Science Children have an emerging sense of chronology, continuity, and change over time, understanding how very different and far away from the present ancient cultures were. They identify some significant events, situations, changes and people. Children talk about trends over time, using some appropriate historical terms. They ask questions about when, how and why things happened, understanding that different versions of the past may exist in different narratives. They make links between their present-day life and the achievements of past ages.</p>

Age-related Learning Opportunities for Media Education C5	Relevant Learning Descriptors
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<p>Children should have the opportunity</p> <p>Media Content</p> <ul style="list-style-type: none"> • Use research to inform independent work, and give small presentations <p>Media Form: Writing</p> <ul style="list-style-type: none"> • Further develop their literacy skills • Access a book collections and libraries with a wide range of texts <p>Media Form: Sound and Language</p> <ul style="list-style-type: none"> • Sing a range of songs frequently and regularly: songs in both major and minor key and modes, in two parts or more challenging rounds. • Practice their solo instrument of choice • Explore music as an academic subject <p>Media Form: Image</p> <ul style="list-style-type: none"> • Explore the creation of detailed and more precise images through drawing and painting <p>Online Safety</p> <ul style="list-style-type: none"> • Talk about truthfulness and the way people in stories present and disguise themselves • Talk about things that they have seen or heard that have made them feel sad, uncomfortable, embarrassed or upset, even if those things are online, without fear of judgement or censure. • Talk about bullying and how to report it to a trusted adult. • Talk about peer pressure and how to respond to it. 	<p>Competent Media Awareness</p> <p>Children can carry out simple, independent research in books, presenting their work on various topics. They are at a stage of moderately fluent literacy, identifying and selecting the information relevant to a topic, adjusting their writing to suit their intended audience, and writing more extensively. Children can sing in groups as part of a round, or in very simple parts. They can play a simple instrument as part of a group and in accompaniment. They may choose to take up a solo instrument. Children can draw detailed and quite precise images, for example in their botany main lesson, and produce paintings and illustrations using their knowledge of colour and paint. They understand some of the processes which are part of the manufacture of paper. Children talk about how characters in stories can disguise themselves and trick other characters. They can describe the kinds of things that might make people feel sad, worried, uncomfortable or frightened. Children understand what bullying is and how it makes people feel, and identify a trusted adult who they could talk to about any bullying they have seen or experienced. They can suggest some strategies to respond to peer pressure.</p>
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Age-related Learning Opportunities for Maths C5	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <p>Number</p> <ul style="list-style-type: none"> • To discover the rules governing numerical patterns • To explore the number system beyond 0.001, counting forwards and backwards in tenths, hundredths, thousandths from any number, 	<p>Competent Number</p> <p>Children can find and express the rule governing the creation of a pattern. They can generate a pattern using a rule of their choosing. Children can count forwards and backwards from any number in tenths, hundredths and thousandths, reading, writing and ordering any numbers and describing the value of any digit. They know the number</p>

<p>and writing and ordering any numbers.</p> <ul style="list-style-type: none"> • To explore the addition and subtraction bonds of and within 1 • To develop speed and fluency in multiplication and division facts to 12 x 12, including finding factors • To develop fluency in formal written methods for the four operations of number • To learn the rules that govern rounding • To explore fractions of whole numbers • To explore the connections between fractions, decimals and place value • To explore using the four operations of number with fractions and decimals • To practice translating multi-step problems from words and pictures into mathematical equations and vice versa, abstracting key information and using decomposition to break down complex problems into more manageable parts • To discuss their thinking and methods with the teacher and their peers. <p>Shape, Space and Measure</p> <ul style="list-style-type: none"> • To be introduced to tools such as set square, ruler and compass to construct geometric figures • To explore the calculation of perimeter and area • To explore simple nets for 3D shape • To explore Pythagoras' theorem, including the construction of different triangles • To explore working with metric measurement of length, weight, volume and capacity, including using decimals • To practice reading and writing the time in analogue and digital formats, including the 24 hour clock • To practice applying mathematical knowledge and skill with the four operations, including solving word problems, to problems involving time, length, weight, capacity and volume <p>Data Handling</p> <ul style="list-style-type: none"> • To explore plotting points on a grid • To practice extracting data from a table or chart 	<p>bonds of 1 within tenths and hundredths. Children know their multiplication tables and corresponding division facts to 12 x 12 both in and out of sequence, can solve these equations quickly and confidently, including missing number problems, can find all the factors of a given number, and identify common multipliers and factors for numbers. They can round numbers to the nearest ten, hundred, tenth and hundredth. Children confidently, fluently and accurately use formal written methods to carry out calculations for all four operations with large numbers, and across the decimal point. They can find a fraction or a decimal of a whole number, translating between decimals and fractions. Children can perform all four operations with fractions, mixed numbers and improper fractions. They can apply all of their arithmetic skills to multi-step word problems, abstracting the key information and breaking the problem down into logical, solvable steps, and explaining the calculation in their own words.</p> <p>Competent Shape, Space and Measure</p> <p>Children can use a pair of compasses to draw accurate circles and divide them into a given number of parts. They can use perpendicular and angle bisection to construct a range of geometrical shapes, and also draw these freehand. Children can describe geometric shapes using accurate vocabulary, including for different types of triangle and angle. They can calculate the perimeter and area of a given shape, and draw freehand nets of 3D shapes. Children can demonstrate their understanding of Pythagoras' theorem in practical ways, using manipulatives and/or pictures. Children can first estimate, then weigh and measure accurately to decimal places, converting between units (e.g. cm to m; g to kg). They can read and write the time in both analogue and digital formats, and using both 12 and 24 hour conventions. Children can solve multi-step word problems in measurement of time, length, weight, capacity and volume using all four operations.</p> <p>Competent Data Handling</p> <p>Children can use simple coordinates to plot points on a grid and extract data from a grid. They can find information from a table or chart and use this information to solve a given problem, for example</p>
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	solving a word problem using a timetable.
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Age-related Learning Opportunities for Science and Technology Class 1-5 C5	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <p>Tool Use</p> <ul style="list-style-type: none"> • To learn to use a range of tools safely and skilfully • To practise whittling and carving skills on green wood <p>Living Things and Habitats</p> <ul style="list-style-type: none"> • To explore different biomes • To carry out observation-based study of flowering plants in their environment • To explore the process transformation from seed to flower and fruit • To explore a range of trees and plants in the local environment, and where they grow • To explore the relationship between plants and their environment, looking at plants around the world in a range of landscapes and climates • To explore some of the relationships between plants and insects • To explore some of the ways in which plants have been and still are used (e.g. dyes, medicines etc) • To create vivid mental images of groups of animals, their habitats and their behaviours • To compare and contrast a number of types of animals within a group, including their specialisms, their feeding habits and how they raise their young. • To explore the organisations of social insects (e.g. bees, ants) and the life cycle and metamorphosis of insects (e.g. butterflies) • To explore the importance and uses of insects for humans, and the balance of population growth and control. • To explore issues of biodiversity and climate change. <p>Materials</p>	<p>Competent Tool Use</p> <p>Children can use a range of tools safely, effectively and appropriately, talking about risks and how to manage them. They have refined their practical skills in whittling and carving, creating useful objects. Children listen carefully to and follow instructions about how to use new tools, and take part in ensuring that equipment is well cared for. They take pride in their work.</p> <p>Competent Living Things and Habitats</p> <p>Children can talk about a range of relatively local biomes, describing their different soils, crops, habitations and wild spaces. They observe, describe, identify and name a number of individual trees and plants in their local environment, demonstrating their knowledge through detailed drawings which show an appreciation of the beauty of the plant, as well as the structure. Children can identify, name and describe a number of plants growing in different locations and conditions in the local environment. They can talk about the different kinds of plants that grow in different landscapes and climates, describing how they are affected by sun, air, soil, temperature and water supply. Children can explain some of the ways in which plants and insects are important to one another, and some of the ways in which humans have used plants in the past and still use them today. Children demonstrate the detailed mental images that they have created of groups of animals through their writing, pictures, paintings and models. They can identify the similarities and differences of animals within a group talking about how they have been categorised. Children can describe the complex social behaviour of examples of insect colonies, and the individual specialisations within the organisation. They can talk about how humans rely on insects for pollination and the breaking down of waste, and how their</p>

<ul style="list-style-type: none"> To explore how materials can be adapted through skilled tool use To explore a craft of the teacher’s choosing, depending on available skills and resources <p>History and Culture</p> <ul style="list-style-type: none"> To begin to explore the idea of being a craftsperson and the development and application of physical skill. 	<p>populations can be controlled through insecticides and other, more organic methods. Children can talk about the impact of human beings on biodiversity, and some of the ways in which climate change has been accelerated by human activity.</p> <p>Competent Materials Children can imagine the potential of a material and how it could/can be transformed through the use of tools. If available skills and resources allow, children can learn some further methods and techniques to transform a material through additional craft teaching.</p> <p>Competent History and Culture Children demonstrate their appreciation of the concept of being a craftsperson through taking care with their work, and taking pride in what they produce.</p>
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Age-related Learning Opportunities for Modern Foreign Languages (All) C5	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> To systematically build vocabulary around a number of topics, e.g. through word families and dictation To learn and recite longer poems and songs with multiple verses. To take part in conversations, role plays, dialogues and plays. To explore shared texts and a class library in the target language, with books of different styles and reading levels To establish an understanding of basic sentence structure To learn simple present, past and future tenses, including of some common irregular verbs, and question and negative forms of verbs. To explore noun cases, prepositions, adverbs and adjectives To write creatively on a familiar theme and within a simple structure. 	<p>Competent Fluency Children can talk confidently about a variety of topics, retelling stories and discussing their experiences. They can learn by heart and recite lengthy poems, and sing songs with multiple verses. Children can follow a class reader and independently read text at an appropriate level, responding to simple questions about what they have read. They can apply what they know about sentence structure and grammar (including verb tenses and forms, nouns, cases, pronouns and articles, adverbs and adjectives) in their own writing, demonstrating the breadth of their vocabulary</p>

Age-related Learning Opportunities for Geography C5	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> • To experience long walks (5-10km) through the local county landscape or urban equivalent • To explore the larger physical context and political borders, e.g. the country or landmass, and its prominent physical features, e.g. mountains, plains, estuaries, bays, major lakes. • To explore different land usage, e.g. upland, moorland, forest, arable and pastoral land, urban areas, major historical industries, particularly those connected to the environment, e.g. mining, fishing etc • To explore major transport links - road, rail, sea routes, location of airports etc. • To explore economic connections between the regions, e.g. transport of resources, land use • To explore reading maps of different scales • To explore the water cycle 	<p>Competent Geography</p> <p>Children can talk and/or write about and represent the salient physical and human geographical features of their national context. They can describe historic economic connections between the land and its use, within and between the regions.</p> <p>Children can apply their prior knowledge, understanding and practical experience of physical environment to the reading of maps, photographs, simple graphics, and the visualisation of landscapes. They can characterise the prominent features using appropriate geographical terminology, e.g. tidal zone, estuary. Children can make three dimensional models which illustrate salient features.</p> <p>Children can talk about and illustrate the water cycle and describe some sources of fresh water.</p>

Age-related Learning Opportunities for Handwork C5	Relevant Learning Descriptors
<p>Children should have the opportunity</p> <ul style="list-style-type: none"> • To learn to knit in the round • To learn to knit ribbing • To learn to knit a heel • To use colour to indicate different parts/functions of an area of a piece of work • To identify and correct irregular stitches • Knit two identical items to form a pair 	<p>Competent Handwork</p> <p>Children can apply their prior skills and knowledge in knitting to double pointed needles, working in a consistent direction. They can knit ribbing, switch between knitting in the round to flat knitting (heel flap) and back to knitting in the round, turn a heel and complete a pair of socks. Children can select colours to create a pattern which indicates various parts of the sock and its opening. They can identify irregular stitches and correct them, asking for help where necessary.</p>