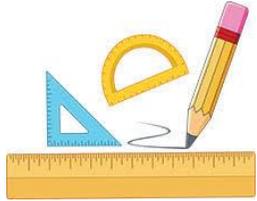
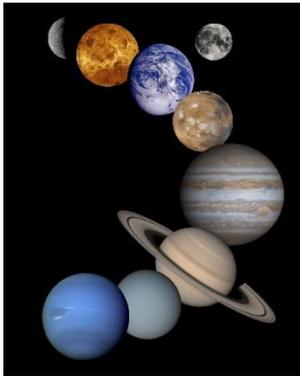


| Curriculum Map – Year Five | HT1 | HT2 | HT3 | HT4 | HT5 | HT6 |
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| Unit of Study | Vikings | | Mayans | | WW1 | |
| Writing  | One Small Step – Narrative Kick- Non-Fiction, Persuasive Letter | The Highwayman – Poetry The Snowman - Narrative | The Explorer – Narrative David Attenborough – Non-Fiction, Biography | The Malfeasance – Poetry | The Present – Narrative Scott of the Antarctic | Refugees – Non-fiction, Speech Rose Blanche - Narrative |
| Curriculum Text  | <u>Text:</u> Viking Boy Kick The Highwayman The Snowman | | <u>Text:</u> Mayan Civilization Ancient Maya The Explorer David Attenborough The Malfeasance | | <u>Text:</u> Private Peaceful Scott of the Antarctic Rose Blanche | |
| Maths | <u>Strands:</u> Place Value – to 100,000 and to 1,000,000 Addition and Subtraction – inverse operations, multi-step problems, find missing numbers | | <u>Strands</u> Multiplication – short and long multiplication, problem solving involving multiplication Division – short division – formal method, divide with remainders | | <u>Strands</u> Properties of shape – 3D shapes, regular and irregular polygons, measure and draw angles, calculate angles | |



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| | <p>Multiplication and Division – common multiples, common factors, prime numbers, square numbers, multiply and divide by 10, 100 and 1,000</p> <p>Fractions – equivalent non-unit fractions, convert mixed numbers and improper fractions, compare and order unit, non-unit, mixed number and improper fractions, add and subtract fractions with different denominators, add and subtract mixed numbers</p> <p><u>Times tables:</u> All</p> | <p>Fractions – multiply fractions by an integer, calculate a fraction of a quantity, find the whole, use fractions as operators</p> <p>Decimals – tenths, hundredths, thousandths, equivalent fractions and decimals, compare and order up to 2 decimal places, rounding to tenths and hundredths</p> <p>Percentages – as fractions, percentages as decimals, equivalent decimals, fractions and percentages</p> <p>Perimeter and Area – perimeter of rectilinear shapes, area of rectangles, area of compound shapes</p> <p><u>Times tables:</u> All</p> | | <p>Position & Direction – read and plot coordinates in the first quadrant, translation, reflection</p> <p>Number – negative numbers, count through zero, find the difference, compare and order negative numbers</p> <p>Measurement – Converting Units – kg, km, mm, ml, units of length, units of time, read timetables</p> <p><u>Times tables:</u> All</p> | |
| Science | <p><u>Properties and Changing Materials</u></p> <ul style="list-style-type: none"> • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity | <p><u>Forces</u></p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because | <p><u>Earth & Space</u></p> <ul style="list-style-type: none"> • describe the movement | <p><u>Living Things and Their Habitats</u></p> <ul style="list-style-type: none"> • describe the differences | <p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> • describe the changes as |



(electrical and thermal), and response to magnets

- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- 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.
- find out about how chemists create new materials

of the force of gravity acting between the Earth and the falling object

- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

of the Earth, and other planets, relative to the Sun in the solar system

- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the

in the life cycles of a mammal, an amphibian, an insect and a bird

- describe the life process of reproduction in some plants and animals.
- find out about the work of naturalists and animal behaviourists

humans develop to old age.

- understand the timeline that indicates stages in the growth and development of humans.
- learn about the changes experienced in puberty

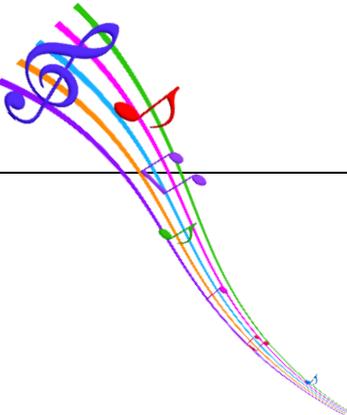
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| | | | apparent movement of the sun across the sky. | | |
| Art & Design | <p><u>Sculpture and 3D</u> Interactive installation</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Research and discuss the ideas and approaches of artists across a variety | <p><u>Drawing</u> Make My Voice Heard</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> Draw upon their experience of creative work and their research to develop their own starting points for creative outcomes. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Using a systematic and independent approach, research, test and develop ideas and plans using sketchbooks. <p>Making skills:</p> <ul style="list-style-type: none"> Create expressively in their own personal style and in response to their choice of stimulus, showing the ability to develop artwork independently. Combine materials and techniques appropriate to fit with ideas. Work in a sustained way over several sessions to complete a | | <p><u>Craft and Design</u> Architecture at work</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Confidently use sketchbooks for purposes including recording observations and research, testing materials and working towards an outcome more independently. <p>Making skills:</p> <ul style="list-style-type: none"> Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists. Create in a more sustained way, revisiting artwork over time and applying their understanding of | |



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| | <p>of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.</p> <ul style="list-style-type: none"> • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves and by other artists, and describe the particular outcome achieved. • Consider how effectively pieces of art express emotion and encourage the viewer to question their own ideas. <p><u>Painting and Mixed Media</u> Portraits</p> <p>Generating ideas:</p> <ul style="list-style-type: none"> • Develop ideas more independently from their own research. Explore and record their plans, ideas and evaluations to develop their ideas towards an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Confidently use sketchbooks for purposes including recording | <p>piece, including working collaboratively on a larger scale and incorporating the formal elements of art.</p> <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Describe, interpret and evaluate the work, ideas and processes used by artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Give reasoned evaluations of their own and others' work which takes account of context and intention. • Discuss how art is sometimes used to communicate social, political, or environmental views. • Explain how art can be created to cause reaction and impact and be able to consider why an artist chooses to use art in this way. • Independently use their knowledge of tools, materials and processes to try alternative | <p>tone, texture, line, colour and form.</p> <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work. • Discuss how artists create work with the intent to create an impact on the viewer. • Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Discuss the processes used by themselves, and by other artists, and describe the particular outcome achieved. |
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| | <p>observations and research, testing materials and working towards an outcome more independently.</p> <p>Making skills:</p> <ul style="list-style-type: none">• Work with a range of media with control in different ways to achieve different effects, including experimenting with the techniques used by other artists.• Combine a wider range of media, e.g. photography and digital art effects.• Create in a more sustained way, revisiting artwork over time and applying their understanding of tone, texture, line, colour and form. <p>Knowledge of artists:</p> <ul style="list-style-type: none">• Research and discuss the ideas and approaches of artists across a variety of disciplines, being able to describe how the cultural and historical context may have influenced their creative work.• Discuss how artists create work with the intent to create an impact on the viewer.• Consider what choices can be made in their own work to impact their viewer. <p>Evaluating and analysing:</p> <ul style="list-style-type: none">• Discuss the processes used by themselves and by other artists, and | <p>solutions and make improvements to their work.</p> | |
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| | <p>describe the particular outcome achieved.</p> <ul style="list-style-type: none"> • Use their knowledge of tools, materials and processes to try alternative solutions and make improvements to their work. | | |
| <p>Design Technology</p>  | <p><u>Electrical Systems</u></p> <p>Doodlers</p> <ul style="list-style-type: none"> • Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user. • Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. | <p><u>Mechanical Systems</u></p> <p>Pop Up Book</p> <ul style="list-style-type: none"> • Designing a pop-up book which uses a mixture of structures and mechanisms. • Naming each mechanism, input and output accurately. • Storyboarding ideas for a book. • Following a design brief to make a pop up book, neatly and with focus on accuracy. • Making mechanisms and/or structures using sliders, pivots and folds to produce movement. • Using layers and spacers to hide the workings of | <p>Cooking and Nutrition</p> <p>What Could be Healthier?</p> <ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Cutting and preparing recipes safely. • Using equipment safely, including knives, hot pans and hobs. |

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| | <ul style="list-style-type: none"> • Constructing a product with consideration for the design criteria. • Breaking down the construction process into steps so that others can make the product. • Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses. • Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • Peer evaluating a set of instructions to build a product. | | <ul style="list-style-type: none"> • mechanical parts for an aesthetically pleasing result. • Evaluating the work of others and receiving feedback on own work. • Suggesting points for improvement. | | <ul style="list-style-type: none"> • Knowing how to avoid cross-contamination. • Following a step-by-step method carefully to make a recipe. • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups. | |
| <p>Music</p>  | <p>Musical Spotlight: Melody and Harmony in Music</p> <p>Social Question: How Does Music Bring Us Together?</p> | <p>Musical Spotlight: Sing and Play in Different Styles</p> <p>Social Question: How Does Music Connect</p> | <p>Musical Spotlight: Composing and Chords</p> <p>Social Question: How Does Music Improve Our World?</p> | <p>Musical Spotlight: Enjoying Musical Styles</p> <p>Social Question:</p> | <p>Musical Spotlight: Freedom to Improvise</p> <p>Social Question: How Does</p> | <p>Musical Spotlight: Battle of the Bands!</p> <p>Social Question: How Does Music Connect Us with the Environment?</p> |

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| | <ul style="list-style-type: none"> •Tempo: Allegro — at a brisk speed (128 bpm) •Time signature: 4/4 •Time signature: 4/4 — there are four crotchet beats in a bar •Key signature: A minor •Key signature: A minor — there are no sharps or flats in the key signature •Notes: A, B, C, D, E, F#, G •Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers | <p>Us with Our Past?</p> <ul style="list-style-type: none"> •Tempo: Moderato — at a moderate speed (112 bpm) •Time signature: 4/4 •Time signature: 2/4 — there are two crotchet beats in a bar •Key signature: A minor •Key signature: F major — there is one flat in the key signature (b) •Notes: A, B, C, D, E, F#, G •Rhythmic patterns using: Minims, dotted | <ul style="list-style-type: none"> •Tempo: Allegro — at a brisk speed (155 bpm) •Time signature: 2/4 •Time signature: 3/4 — there are three crotchet beats in a bar •Key signature: F major •Key signature: G major — there is one sharp in the key signature (#) •Notes: F, G, A, Bb, C, D, E •Rhythmic patterns using: Dotted minims, minims, dotted crotchets, crotchets and quavers | <p>How Does Music Teach Us About Our Community?</p> <ul style="list-style-type: none"> •Tempo: Presto — at a very quick speed (180 bpm) •Time signature: 2/4 •Time signature: 6/8 — there are six quaver beats in a bar •Key signature: F major •Key signature: C major — there are no sharps or | <p>Music Shape Our Way of Life?</p> <ul style="list-style-type: none"> •Tempo: Adagio — at a slow speed (66 bpm) •Time signature: 6/8 •Time signature: 3/4 — there are three crotchet beats in a bar •Key signature: C major •Key signature: D major — there are two sharps in the key signature (#) | <p>Tempo: Allegro — at a brisk speed (120 bpm)</p> <ul style="list-style-type: none"> •Time Signature: 6/8 •Time signature: 5/4 — there are five crotchet beats in a bar •Key Signature: C major •Key signature: C major — there are no sharps or flats in the key signature •Notes: C, D, E, F, G, A, B •Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers |
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| | | <p>crotchets, crotchets, dotted quavers, quavers and semiquavers</p> | <p>flats in the key signature •Notes: F, G, A, Bb, C, D, E •Rhythmic patterns using: Dotted crotchets, triplet quavers and quavers</p> | <p>•Notes: C, D, E, F, G, A, B •Rhythmic patterns using: Dotted minims, minims, crotchets, quavers and semiquavers</p> | |
| <p>History</p>  | <p><u>Skill: Chronological understanding</u></p> <ul style="list-style-type: none"> • describe, know and sequence key events of time studied • use relevant terms and periods labels • make comparisons between different times in history • Understand how our knowledge of the past is constructed from a range of sources • examine causes and results of great events and the impact on people | <p><u>Skill: Comparing historical periods</u></p> <ul style="list-style-type: none"> • relate current studies to previous studies • make comparisons between different times in history • compare life in early and late times studied • compare an aspect of life with the same aspect in another period | <p><u>Skill: Historical Organisation</u></p> <ul style="list-style-type: none"> • use appropriate terms, matching dates to people and events • record and communicate knowledge in different forms· • work independently and in groups to present findings showing initiative • Present findings and communicate knowledge and understanding in different ways • compare accounts of events from different sources. Fact or fiction? | | |

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|   | <p><u>Knowledge: The Viking struggle for England</u></p> <ul style="list-style-type: none"> • Viking invasion of Britain, linked to Danelaw • Viking raids and warriors + key battles: Danegeld, Repton, York, Wessex, Lindsfarne • Viking life: heiracy, homes, longships, farming, trade, mythology • Norman takeover Battle of Stamford Bridge and the end of the Vikings in Britain • Why the Vikings came to Britain. Comparison of climates in Scandinavia and Britain, farming and landscapes. | <p><u>Knowledge: a non-European society that provides contrasts with British history: Maya Civilisations</u></p> <ul style="list-style-type: none"> • The Spanish invasion of Mesoamerica • Time periods of Maya Civilisation: pre-classic, classic and post-classic • Hieroglyphs • Logograms • Mayan Codices • The Mayan number system and calendar (including Tzolkin, the long count and Dresden codex) • Architecture and landmarks: Chichen Itza, Mayan plazas, Templo Mayor • The end of the Mayan civilisation | <ul style="list-style-type: none"> • offer some reasons for different versions of events • evaluate usefulness of different sources <p><u>Knowledge: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</u></p> <ul style="list-style-type: none"> • Cause • Allies • The western front, trenches and conscription • The home front, women's role, propaganda and rationing • Events and battles: Somme, Verdun, Amiens • East-African campaign and Gallipoli (desert warfare linking to geography) |
| <p>Geography</p> | | <p>Why do oceans matter?</p> <ul style="list-style-type: none"> • Describe the water cycle. • Describe how the ocean is used for human activity. | <p>Would you like to live in the desert?</p> <ul style="list-style-type: none"> • Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. |

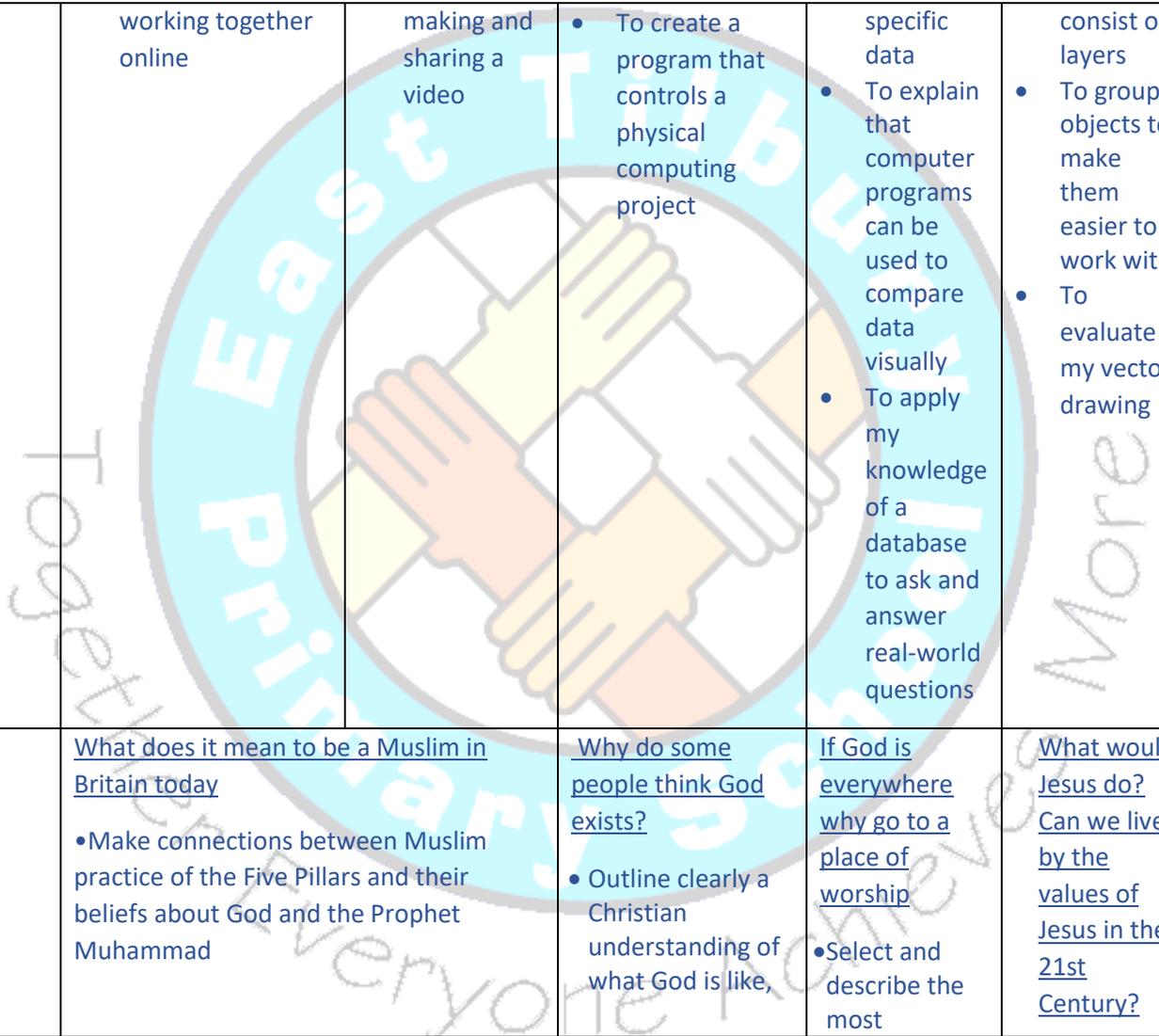


Together Everyone Achieves More

East Timor Primary

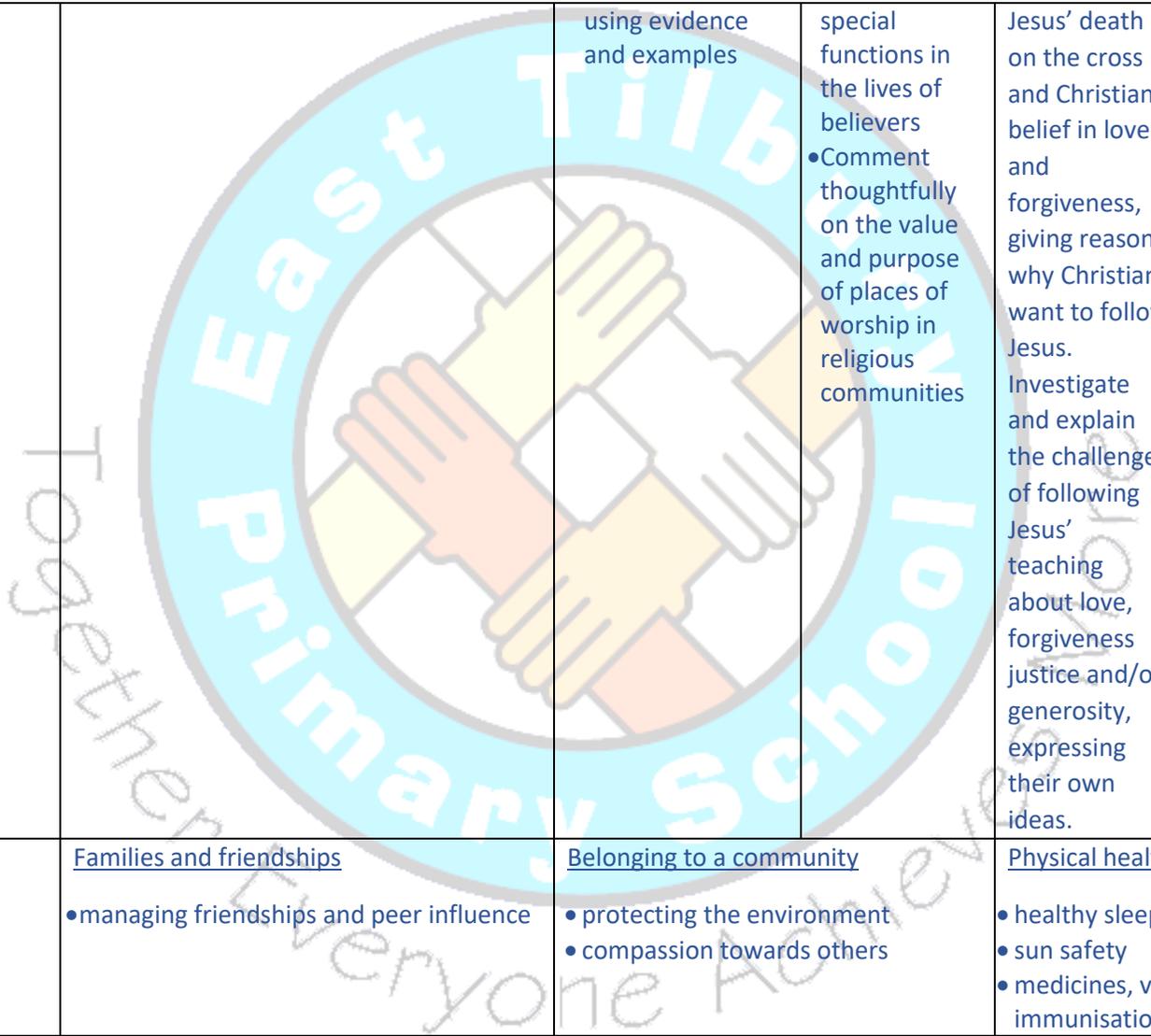
- Explain how the ocean helps to regulate the Earth's climate and temperature.
- Identify the Great Barrier Reef as part of Australia.
- Describe the benefits of the Great Barrier reef.
- Describe how humans impact the oceans and the consequences of this.
- Explain some actions that can be taken to help support healthy oceans.
- Explain which data collection method would be best for marine fieldwork and why.
- Collect data using a tally chart, photographs and a sketch map.
- Safely navigate the fieldwork environment.
- Make suggestions for how to improve a marine environment.
- Present data using a tally chart and pie chart.
- Locate the largest deserts in each continent.
- Describe ways the Mojave Desert is used.
- Name and describe the physical features found in a desert.
- Identify how humans use the desert.
- Explain how human activity may contribute to the changing climate and landscape of a desert.
- Recognise that the Mojave Desert has a different time zone to the UK.
- Describe some of the threats to deserts.
- Give the benefits and drawbacks of living in a desert environment.
- Identify characteristics of two contrasting biomes and compare land use.
- Discussing if a desert environment is hospitable and why.

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| <p>Computing</p>  | <p><u>Computing systems and networks – Sharing information</u></p> <ul style="list-style-type: none"> • To explain that computers can be connected together to form systems • To recognise the role of computer systems in our lives • To recognise how information is transferred over the internet • To explain how sharing information online lets people in different places work together • To contribute to a shared project online • To evaluate different ways of | <p><u>Creating media – Video editing</u></p> <ul style="list-style-type: none"> • To explain what makes a video effective • To identify digital devices that can record video • To capture video using a range of techniques • To create a storyboard • To identify that video can be improved through reshooting and editing • To consider the impact of the choices made when | <p><u>Programming A – Selection in physical computing</u></p> <ul style="list-style-type: none"> • To control a simple circuit connected to a computer • To write a program that includes count-controlled loops • To explain that a loop can stop when a condition is met • To explain that a loop can be used to repeatedly check whether a condition has been met • To design a physical project that includes selection | <p><u>Data and information – Flat-file databases</u></p> <ul style="list-style-type: none"> • To use a form to record information • To compare paper and computer-based databases • To outline how grouping and then sorting data allows us to answer questions • To explain that tools can be used to select | <p><u>Creating media – Vector drawing</u></p> <ul style="list-style-type: none"> • To identify that drawing tools can be used to produce different outcomes • To create a vector drawing by combining shapes • To use tools to achieve a desired effect • To recognise that vector drawings | <p><u>Programming B – Selection in quizzes</u></p> <ul style="list-style-type: none"> • To explain how selection is used in computer programs • To relate that a conditional statement connects a condition to an outcome • To explain how selection directs the flow of a program • To design a program which uses selection • To create a program which uses selection |
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| | <p>working together online</p> | <p>making and sharing a video</p> | <ul style="list-style-type: none"> To create a program that controls a physical computing project | <p>specific data</p> <ul style="list-style-type: none"> To explain that computer programs can be used to compare data visually To apply my knowledge of a database to ask and answer real-world questions | <p>consist of layers</p> <ul style="list-style-type: none"> To group objects to make them easier to work with To evaluate my vector drawing | <ul style="list-style-type: none"> To evaluate my program |
| RE | <p><u>What does it mean to be a Muslim in Britain today</u></p> <ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad | <p><u>Why do some people think God exists?</u></p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, | <p><u>If God is everywhere why go to a place of worship</u></p> <ul style="list-style-type: none"> Select and describe the most | <p><u>What would Jesus do?</u> <u>Can we live by the values of Jesus in the 21st Century?</u></p> | <p><u>Caring for the Earth</u></p> <ul style="list-style-type: none"> Make connections between beliefs about the earth and activist behaviour in two or more different religions | |

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|   | <ul style="list-style-type: none"> • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils • Make connections between the key functions of the mosque and the beliefs of Muslims • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life • Comment thoughtfully on and consider what it means to be a Muslim in modern Britain taking their own and other's perspectives into account. | <p>using examples and evidence</p> <ul style="list-style-type: none"> • Express thoughtful ideas about the impact of believing or not believing in God on someone's life • Present different views on why people believe in God or not, including their own ideas • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently • Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, | <p>important functions of a place of worship for the community</p> <ul style="list-style-type: none"> • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers • Present ideas about the importance of people in a place of worship, rather than the place itself • Outline how and why places of worship fulfil | <ul style="list-style-type: none"> • Outline Jesus' teaching on how his followers should live • Offer interpretation s of two of Jesus' parables and say what they might teach Christians about how to live • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today • Explain the links between | <ul style="list-style-type: none"> • Describe the teaching of two or more religions about the natural world using new appropriate vocabulary accurately • Discuss and apply ideas from Islam such as 'khalif' or 'corruption' to green issues • Discuss and apply ideas from Christianity such as stewardship and the Fall of Humanity to green issues • Discuss and apply ideas from Judaism such as 'healing the world' and the new year for trees, Tu B'shevat -Discuss and describe their own and others' ideas |
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| | | <p>using evidence and examples</p> <p>special functions in the lives of believers</p> <ul style="list-style-type: none"> •Comment thoughtfully on the value and purpose of places of worship in religious communities | <p>Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas.</p> | <p>about the kinds of collaboration, activism and commitment needed to 'save the Earth'</p> <ul style="list-style-type: none"> •Recognise that there are different points of view about how we respond to climate change issues |
| PSHE | <p><u>Families and friendships</u></p> <ul style="list-style-type: none"> •managing friendships and peer influence | <p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • protecting the environment • compassion towards others | <p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • healthy sleep habits • sun safety • medicines, vaccinations, immunisations and allergies | |

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|  | <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • physical contact and feeling safe <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • responding respectfully to a wide range of people • recognising prejudice and discrimination | | <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • how information online is targeted • different media types, their role and impact <p><u>Money and work</u></p> <ul style="list-style-type: none"> • identifying job interests and aspirations • what influences career choices • workplace stereotypes | <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • personal identity • recognising individuality and different qualities • mental wellbeing <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • keeping safe in different situations, including responding in emergencies and first aid | | | |
| <p>British Values</p>  | | | <p>Rule of Law</p> | <p>Individual Liberty</p> | <p>Mutual Respect</p> | <p>Tolerance of others</p> | <p>Democracy</p> |
| <p>MFL</p>  | <p><u>Unit Knowledge: Salut Gustave!</u></p> <ul style="list-style-type: none"> • To greet people & give personal information • To ask & talk about brothers and sisters | <p><u>Unit Knowledge: A l'école</u></p> <p><u>To name school subjects</u></p> | <p><u>Unit Knowledge: La nourriture</u></p> <ul style="list-style-type: none"> • To ask politely for food items • To describe how to make a sandwich | <p><u>Unit Knowledge: En ville</u></p> <ul style="list-style-type: none"> • To name places in a town | <p><u>Unit Knowledge: En vacance</u></p> <ul style="list-style-type: none"> • To ask & say where you're going on holiday | <p><u>Unit Knowledge: Chez moi</u></p> <ul style="list-style-type: none"> • To name rooms in the house • To describe rooms in the house | |

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| | <ul style="list-style-type: none"> •To say what people have & don't have (avoir) •To say what people are like (être) | <ul style="list-style-type: none"> •To talk about likes & dislikes at school •To ask & say the time •To talk about timings of the school day | <ul style="list-style-type: none"> • To express opinions about food • To talk about healthy & unhealthy food | <ul style="list-style-type: none"> • To ask the way & give directions • To say where you are going • To give the time & say where you are going | <ul style="list-style-type: none"> •To express opinions about holidays •To talk about what you're going to do on holiday •To talk about holiday plans | <ul style="list-style-type: none"> • To say what people do at home • To say what people do & where |
| <p>PE</p>  | <p><u>Invasion Games – Basketball</u></p> <ul style="list-style-type: none"> • Use all three passes- chest, bounce and shoulder correctly • Use a range of speeds within a game to support a team in scoring | <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Combine own work with that of others, identifying strengths & weaknesses. • Include change of speed, | <p><u>Dance</u></p> <ul style="list-style-type: none"> • Show/fluency/control in chosen dances in response to stimuli • Perform fluent dances with characteristics of different styles/eras | <p><u>Racquet Skills – Badminton</u></p> <ul style="list-style-type: none"> • Understand which shot should be performed when attacking | <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Use correct technique to run at speed. • Develop the ability to run for distance. | <p><u>Striking & Fielding - Rounders</u></p> <ul style="list-style-type: none"> • Link together a range of skills and use in combination. • Collaborate as a team to choose, use and adapt rules in games. |



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| <ul style="list-style-type: none"> • Lose a defender to receive a pass using arm body ball technique (ball furthest away from opponent) • Change direction (turn) and hands when dribbling around defenders • Defend a player and make successful interceptions when playing in team games • Begin to learn how to perform a set shot and a lay up • Play full 5 a side games <p><u>Invasion Games – Rugby</u></p> <ul style="list-style-type: none"> • Be able to evade and tag opponents. • Be able to pass and receive a pass at speed. • Be able to pass and receive a pass at | <p>direction and shape in movements.</p> <ul style="list-style-type: none"> • Follow a set of ‘rules’ to produce a sequence, possibly made by peers. • Create mirror/matching/cannon pair sequence varying dynamics/level/s/direction etc. <p><u>Invasion Games – Netball</u></p> <ul style="list-style-type: none"> • Use all three passes (chest, shoulder & bounce) correctly. • Use a range of speeds within a game to support a team in scoring. | <ul style="list-style-type: none"> • Adapt & refine(in pair/group), dances that vary direction, space & rhythm <p><u>OAA</u></p> <ul style="list-style-type: none"> • Follow simple course using 8 points on the compass and mark on a map the positions of the ground • Overcome barriers in new activities physical and mental • Begin to use maps and diagrams to orientate around a course | <p>and defending-overhead clear (attack) lift for defensive play.</p> <ul style="list-style-type: none"> • Start to learn more attacking shots such as a drop shot, and smash. • Play rallies with a partner over a small space. • Begin to play conditioned badminton games with a partner and in doubles. • Serve the shuttlecock | <ul style="list-style-type: none"> • Throw with accuracy and power. • Identify and apply techniques of relay running. • Explore different footwork patterns. • Understand which technique is most effective when jumping for distance. • Learn how to use skills to improve the distance of a pull throw. • Demonstrate good techniques in a | <ul style="list-style-type: none"> • Throw and catch under pressure. • Use fielding skills to stop the ball effectively. • Learn batting control. • Learn the role of backstop. • Play in a tournament and work as team, using tactics in order to beat another team. • Play in a tournament and work as team, using tactics in order to beat another team |
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| | <p>speed in a game situation.</p> <ul style="list-style-type: none"> • Refine attacking and defending skills. • Develop tactics as a team. • Apply learned skills in a game of tag rugby. | <ul style="list-style-type: none"> • Begin to use square (across the court) & straight (up & down the court) passes to achieve pace. • Lose a defender to receive a pass. • Defend a player and make some successful interceptions (snatch & catch) when playing as a team. | <p>correctly beginning to purposely aim for space to score.</p> <ul style="list-style-type: none"> • Understand all court markings for singles and doubles games. <p><u>Striking & Fielding – Cricket</u></p> <ul style="list-style-type: none"> • To link together a range of skills and use in combination • To collaborate as a team to choose, use and adapt rules in games | <p>competitive situation.</p> | |
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| | | | | <ul style="list-style-type: none">•To recognise how some aspects of fitness apply to cricket e.g. power, flexibility and cardiovascular endurance | | |
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