

YEAR 5

	AUTUMN			SPRING		SUMMER	
Theme	The Vikings & Anglo-Saxon Struggle (8 weeks)	Forces (4 weeks)	Who is F. Christmas? (2 weeks)	Earth and Space (3 weeks)	Islamic Civilizations (9 weeks)	River Deep Mountain High – living things and animals (9 weeks)	Materials (4 weeks)
Science	Forces - explain that unsupported objects fall towards the Earth because 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.			Earth and Space - describe the movement 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 apparent movement of the sun across the sky		Living things and their habitats and Animals - describe the differences 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 - describe the changes as humans develop to old age Properties and changes to materials - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - 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.	
	Working scientifically - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - using test results to make predictions to set up further comparative and fair tests - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations - identifying scientific evidence that has been used to support or refute ideas or arguments.						

History	NC: The Viking <u>and</u> Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor • Anglo-Saxon Britain - c.450AD – 1066AD • Viking Britain - 793AD – 1066AD Evidence / Interpretations: Is it accurate to say the Vikings were vicious raiders? • Chronology – Where does this fit in within world history? • Chronology – Where does this fit in within British history? Link to previous learning on Anglo-Saxons • Know where the Vikings came from and why they came to Britain • Understand significant events such as raid on Lindisfarne, creation of Danelaw • Use primary and secondary sources to examine how Vikings are portrayed and know why a range of sources must be used to construct understanding of the past Cause and Consequence: How did the Anglo Saxons regain control of Britain? • Know similarities and differences between Vikings and Anglo-Saxons • Understand the causes of Viking success in Britain and the consequences of these (positive and negative) • Identify the significance of King Alfred (the Great) and his impact on Anglo-Saxon Britain • Understand the role Athelstan, King Cnut, and Edward the Confessor played in regaining control of Britain focusing on cause and consequence VOCABULARY Past, present, future, decade, century, time period, ancient, BC, AD, era, chronology, continuity, change, duration, timescale, concurrence, legacy, primary sources, secondary sources raid, Lindisfarne, Jorvik, invasion, settlement, kingdom, conflict, Danelaw Similarity and Difference: Why is Father Christmas represented differently around the world? • Understand how image and legend of Father Christmas has evolved over time • Investigate different names for Father Christmas across Europe • Plot locations on Digimaps • Investigate the life of St Nicholas	A non-European society that provides contrasts with British history - Islamic Golden Age - 750AD – 1258AD Cause and Consequence: How has the Islamic civilization influenced our lives today? • Chronology – Where does this fit in within world history? • Understand how / why the Islamic empire spread so quickly in the 7th century • Understand what Baghdad was like based on its layout • Understand the importance of trade, making links with Vikings and Anglo-Saxons • Compare importance of learning in Baghdad c900AD to education in Britain • Know what the House of Wisdom was and the consequences of its construction • Understand the significance of historical figures, compare contributions and their impact on our lives today (Ibn Battuta, Al-Zahrawi, Ibn al-Nafis, Ibn Sina, Al Khwarazmi) VOCABULARY Past, present, decade, century, time period, ancient, BC, AD, era, chronology, continuity, change, duration, scale, concurrence, legacy Abbasid Caliphate, civilisation, caliph, caliphate, trade, archaeology, scholar, qur'an, House of Wisdom, sultan, mosque, algebra, polymath, rihla	
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HISTORICAL SKILLS

Chronology

- develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied
- **use dates and historical language in work**
- **draw a timeline with different time periods outlined which show different information (such as, periods of history, when famous people lived, etc.)**
- use their mathematical skills to work out exact time scales and differences as need be
- **create timelines which outline the development of specific features (such as medicine; weaponry; transport, etc.)**

Interpreting the Past

- understand how our knowledge of the past is constructed from a range of sources
- summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently
- **appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them**

Historical Enquiry and Using Sources

- address and sometimes devise historically valid questions
- **describe a key event from the past using a range of evidence from different sources**
- appreciate how historical artefacts have helped us understand more about lives in the present and past
- construct informed responses that involve thoughtful selection and organisation of relevant historical information

KEY CONCEPTS

- **Continuity and Change:** Describe / make links between main events, situations and changes within and across different periods/societies
- **Cause and Consequence:** Identify and give reasons for, results of, historical events, situations, changes
- **Similarity and Difference:** Describe social, cultural, religious and ethnic diversity in Britain & the wider world
- **Significance:** Identify historically significant people and events in situations

Geography		Islamic Civilizations - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <i>(- collect information about a place and use it in a report)</i> (- plan a journey to a place in another part of the world, taking account of distance and time) <i>(- work out an accurate itinerary detailing a journey to another part of the world)</i> (- explain why many cities of the world are situated by rivers) <i>(- explain how a location fits into its wider geographical location; with reference to physical features. Can include the Nile to explain land use around water)</i>	River Deep, Mountain High - name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features (including hills, mountains, coasts and rivers); and understand how some of these aspects have changed over time - describe and understand key aspects of physical geography, including: rivers, mountains, , and the water cycle - describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (- plan a journey to a place in another part of the world, taking account of distance and time) <i>(- work out an accurate itinerary detailing a journey to another part of the world)</i> <i>(- map land use)</i> <i>(- find possible answers to their own geographical questions)</i> (- explain how the water cycle works) <i>(- explain why water is such a valuable commodity)</i> <i>(- explain why people are attracted to live by rivers)</i> (- report on ways in which humans have both improved and damaged the environment) (- name and locate many of the world's major rivers on maps) (- name and locate many of the world's most famous mountain regions on maps)
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Computing	Digital Literacy; Systems and Networks: Sharing Information <i>Develop understanding of computer systems and how information is transferred between systems and devices. Explain the input, output, and process aspects of a variety of different real-world systems. Take part in a collaborative online project with other class members and develop their skills in working together online.</i> - explain that computers can be connected together to form systems - recognise the role of computer systems in our lives recognising the benefits and disadvantages - recognise that information is transferred over networks in packets using agreed methods, where devices have unique addresses - explain how sharing information online lets people in different places work together - contribute to a shared project online - evaluate ways of working together online	Computer Science – Selection in physical computing <i>Use physical computing to explore the concept of selection in programming and explore how and why data is stored and how it's used to make decisions. This builds on pupils understanding of sensors as input devices.</i> - recognise and sort data and understand how it can be collected - recognise sensors as input devices - consider the uses of sensors to collect data - use sensors in algorithms	Computer Science – Selection in quizzes <i>Develop their knowledge of 'selection' by revisiting how 'conditions' can be used in programming, and then learning how the 'if... then... else...' structure can be used to select different outcomes depending on whether a condition is 'true' or 'false'.</i> - explain how selection and conditions are used in computer programs - relate that a conditional statement connects a condition to an outcome - explain how selection directs the flow of a program with 'if... then... else...' statements - design, create and evaluate a program which uses selection
	Key vocabulary: network, computer system, IP (Internet Protocol) Address, protocols, packets, data, website, internet, switch, server, wireless access point, wireless, inputs, sensor processes, outputs, copyright, presentation	Key vocabulary: selection, sequencing, condition, sensors, abstraction, forever/infinite loop, digital assistant, input device, data, debugging	Key vocabulary: selection, sequencing, condition, abstraction, forever/infinite loop, data, debugging, binary
	Digital Literacy – Spreadsheets (Data handling) <i>Understand what a spreadsheet is and create a data set, Understand the need to format data correctly and apply formulas to produce calculated data. Create graphs and charts from their data set.</i> - identify questions which can be answered - explain that objects can be described using data, create data sets and format cells - explain that formulas can be used to produce calculated data - apply formulas to data, including duplicating - create a spreadsheet to plan an event - choose suitable ways to present data, creating graphs and tables	Digital Literacy – Video editing <i>Plan, record, edit and manipulate video clips, building on prior learning of audio editing.</i> - recognise video as moving pictures, which can include audio - identify digital devices that can record video and their inputs and outputs - capture video using a digital device - recognise the features of an effective video including camera angles and lighting - identify that video can be improved through reshooting and editing - consider the impact of the choices made when making and sharing a video	Digital Literacy – Creating Vector Drawings <i>Create vector images made of shapes, using a range of tools and develop an understanding of layers.</i> - identify drawing tools and understand that they can be used to produce different outcomes - create a vector drawing by combining shapes, resizing, rotating, duplicating and moving 'objects' - use tools, such as zoom, alignment grids and resize handles, to achieve a desired effect - recognise that vector drawings consist of layers and reorder these as necessary - group objects to make them easier to work with - evaluate my vector drawing
	Key Vocabulary: Spreadsheet, data, data set, cells, cell reference, formula, format, table, graph	Key vocabulary: video, audiovisual, camera angles, track, greenscreen/chroma key, captions/subtitles, storyboard, panning, zoom, input, output, microphone, headphones/speakers, copyright, sound effects, backing tracks, filters, effects, canvas	Key vocabulary: vector, layers, objects, alignment, resize, zoom, line, shape, brush size, fill colour, undo, canvas

Online Safety**Covered in NCCE units*

I can explain how identity online can be copied, modified or altered.

I can give examples of technology specific forms of communication (e.g. emojis, memes and GIFs).

*I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions. (e.g. gaming communities or social media groups).

I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.

I can demonstrate how to support others (including those who are having difficulties) online.

*I can search for information about an individual online and summarise the information found.

I can explain how to block abusive users.

I can explain what is meant by 'being sceptical'; I can give examples of when and why it is important to be 'sceptical'.

*I can evaluate digital content and can explain how to make choices about what is trustworthy e.g. differentiating between adverts and search results.

I can explain key concepts including: information, reviews, fact, opinion, belief, validity, reliability and evidence.

I can identify ways the internet can draw us to information for different agendas, e.g. website notifications, pop-ups, targeted ads.

I can describe ways of identifying when online content has been commercially sponsored or boosted, (e.g. by commercial companies or by vloggers, content creators, influencers).

I can describe how fake news may affect someone's emotions and behaviour, and explain why this may be harmful.

I can explain what is meant by a 'hoax'. I can explain why someone would need to think carefully before they share.

I can describe some strategies, tips or advice to promote health and wellbeing with regards to technology.

I can explain how and why some apps and games may request or take payment for additional content (e.g. in-app purchases, lootboxes) and explain the importance of seeking permission from a trusted adult before purchasing.

I can explain what a strong password is and demonstrate how to create one.

I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.

*I can assess and justify when it is acceptable to use the work of others.

*I can give examples of content that is permitted to be reused and know how this content can be found online.

Music	Listen & Appraise	Games	Singing	Playing Instruments	Improvisation	Composition	Perform & Evaluate
	1. Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. 2. Find the pulse confidently and innately, of the music they are listening to and understand what that means. 3. Use accurate musical language to describe and talk about music. 4. Listen to other ideas about music, respect those ideas and feelings. 5. Continue to realise/ Understand /explain /give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.	1. Find and internalise the pulse on your own and stay in time. 2. Demonstrate how you find/feel the pulse, with ease. Demonstrate a fast and slow pulse. 3. Demonstrate more confidently how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing/play back over the Games Track in time. 4. Clap/play simple rhythms /copy one or two note pitches confidently and create your own rhythm when asked. Lead others if asked. 5. Have a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music.	1. Understand how to work together as part of a group and in an ensemble or, as a soloist. 2. Continue to understand the importance of warming up your voice and to establish a good singing position. 3. Perform and interpret a song stylistically and as musically as you can. 4. Sing with a good sense of the pulse internally and sing together and in time with the group. Understand the importance of clear diction and tuning. 5. Follow a leader /conductor with confidence and ease, understand why and how the ensemble works/fits together. Perhaps lead the group yourself.	1. Continue to play a classroom instrument (or band instrument) as part of a group /ensemble and as part of the song you are learning. Play with more knowledge, confidence, ease and enjoyment. 2. Move between differentiated parts as required using a sound-before-symbol approach. Use notation if appropriate. 3. Demonstrate confidence and fluency when playing your instrument in a solo or ensemble context. 4. Continue to treat your instrument with respect and care and to play it correctly. 5. Play more confidently as part of your ensemble /group with a sound-before-symbol (by ear) approach or, with notation if appropriate.	1. Continue to explore and create musical improvisations with voices and instruments within the context of the song being learnt. 2. Deepen your understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing. 3. Continue to improvise using simple patterns on your instrument and/or voice. 4. Continue to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation. 5. Continue to perform your own rhythms and melodies with confidence and understanding in the group. Improvise using up to three notes with greater confidence.	1. Create your own more complex melodies within the context of the song that is being learnt. 2. Move beyond composing using two notes, increasing to three notes then five if appropriate. 3. Use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate. 4. Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. 5. Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.	1. Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece. 2. Perform what you have learnt to your audience. Play your instrument, improvise and play your compositions as part of this performance and with accuracy. 3. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. 4. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate your ideas, thoughts and feelings through simple musical demonstration. 5. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.

Art and design	Knowledge	Drawing	Painting	Printing	3D / Textiles	Collage	Digital Media	Sketchbooks
		<i>Pencils, charcoals, wax, crayons, pastels, chalk, pens</i>	<i>Powder, ready mix, block, watercolours, acrylics, textured paints (by adding sand, etc)</i>	<i>Rubbings, relief, monoprints, wood, objects (hard and soft)</i>	<i>Dough, clay, plasticine, papier mache, junk modelling, wire, modroc, wood, metal weaving, stitching, batik, applique</i>	<i>Materials, papers, objects, textures, colours</i>	<i>Computers, tablets, photography, art packages</i>	
	- experiment with different styles which artists have used - learn about the work of others by looking at their work in books, the Internet, visits to galleries and other sources of information	- identify and draw simple objects, and use marks and lines to produce texture - use shading to create mood and feeling - organise line, tone, shape and colour to represent figures and forms in movement - show reflections - explain why they have chosen specific materials to draw with - begin to use simple perspective in their work using a single focal point and horizon - begin to develop an awareness of composition, scale and proportion	- create a range of moods in their paintings - express their emotions accurately through their painting and sketches - know what complementary colours are on a colour wheel	- print using a number of colours - create an accurate print design that meets a given criteria - print onto different materials	- experiment with and combine materials and processes to design and make 3D form - sculpt clay and other mouldable materials - use textile and sewing skills as part of a project, e.g. hanging, textile book, etc. - include running stitch, cross stitch, backstitch, appliqué and/or embroidery	- use ceramic mosaic to produce a piece of art - combine visual and tactile qualities to express mood and emotion - add / use collage to a painted, printed or drawn background / foreground	- create a piece of art work which includes the integration of digital images they have taken - combine graphics and text based on their research - scan images and take digital photos, and use software to alter them, adapt them and create work with meaning - create digital images with animation, video and sound to communicate their ideas	- keep notes in their sketch books as to how they might develop their work further - use their sketch books to compare and discuss ideas with others
Vocab	Exhibition	Perspective Focal point Horizon Composition Scale Proportion	Complementary colours		Running stitch Cross stitch Backstitch Appliqué Embroidery	Combine Visual Tactile Qualities Express Mood Emotion Background Foreground	Animation Video Sound Communicate Scan Software	Develop Process Inspiration Inspired

DT	The Viking and Anglo-Saxons	Islamic Civilizations	River Deep Mountain High
	Textiles Christmas bauble	Cooking & Nutrition Designing a couscous recipe	Construction Bridge
	DESIGN → MAKE → EVALUATE - investigate products/images to collect ideas - generate ideas through brainstorming and identify a purpose for their product and explain how their product will appeal to the audience - sketch and model alternative ideas, record ideas using annotated diagrams, draw up a specification for their design - develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail - use results of investigations, information sources, including ICT when developing design ideas - make prototypes, use found information to inform decisions - use a range of tools and equipment expertly, persevere through different stages of the making process - evaluate appearance and function against the original criteria, make suggestions as to how their design could be improved		
	- design and create 3D products using pattern pieces and seam allowance - understand pattern layout - join fabrics using over sewing, back stitch and blanket stitch - decorate textiles appropriately often before joining components - pin and tack fabric pieces together - combine fabrics to create more useful properties	- know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens, cattle) and caught (such as fish) in the UK, Europe and the wider world - know how food is processed into ingredients that can be eaten or used in cooking - prepare food products taking into account the properties of ingredients and sensory characteristics (e.g. texture, colour) - to use a range of techniques such as peeling, chopping, slicing, grating, mixing - begin to understand that different food and drink contain different substances (nutrients, water and fibre) that are needed for health - taste a range of food items to develop sensory food vocab for use when designing - weigh and measure using scales (time, dry ingredients, liquids) - cut and shape ingredients using appropriate tools and equipment - decorate appropriately - begin to adapt recipes to change appearance, taste, texture and aroma - understand how products should be stored	- join materials using appropriate methods - build frameworks using a range of materials to support mechanisms e.g. wood, corrugated card and plastic. - use a glue gun with close supervision - join and combine materials with temporary, fixed or moving joints - use a craft knife, cutting mat and safety ruler with one to one supervision if appropriate - incorporate pneumatics / hydraulics for movement - explore local bridges (Keadby, Humber Bridge etc) - apply their understanding of crumble to control their product. - use CAD (Tinkercad) to design a component to improve the bridge design (print and test a sample piece on 3D printer)
Voc	Textiles	Cooking & Nutrition	Construction
	seam, seam allowance, wadding, reinforce, right side, wrong side, hem, template, pattern pieces, pins, needles, thread, pinking shears, fastenings.	yeast, dough, bran, flour, whole meal, unleavened, baking soda, spice, herbs, healthy, varied, gluten, allergy, intolerance, savoury, source, seasonality, knead, rubbing in, whisk, beat, roll out	scoring, corrugating, laminating, graphics, pulley, drive belt, gear, annotated drawings, exploded diagrams, mechanical system, electrical system, input, output

RE	The Viking and Anglo-Saxon Struggle		Islamic Civilizations	River Deep Mountain High
	Being Human – Hinduism <i>Believing</i>	Being Human – Christianity <i>Believing</i>	Being Human – Islam <i>Believing</i>	Expressing beliefs through the arts <i>Believing, Living, Thinking</i>
	How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	In what ways does the Bible teach Christians to treat others? How is this expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	What does the Qur'an teach Muslims about how they should treat others? How do Muslim teachings guide the way Muslims act in the world? How are Muslim beliefs expressed in practice? How do beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals?	How do religious and non-religious people understand the value of creativity? How do religious and non-religious people understand the connection between beliefs about human beings and human creativity? How do religious and non-religious people express their beliefs creatively? Why are some people not comfortable to use pictorial representation to express belief, e.g. Muslims and Jewish people Spirited Arts competition run by NATRE (National Association of Teachers of RE)
	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1. It introduces Hindu beliefs about human beings, their relationship to Brahman and to each other. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from autumn term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>This unit builds on learning about Christian and Muslim beliefs about being human from KS1, and Hindu beliefs about being human from the previous term. It focuses on the ways in which religious beliefs impact on individuals' decisions and actions.</i>	<i>The previous units have focused on ways in which religious people express their beliefs through their decision-making and actions. This unit explores a different form of expression: the creative arts. There are opportunities to build on prior learning about celebrations, places of worship and symbols.</i>
Vocab	Brahman, the Trimurti (Brahma, Vishnu, Shiva) ahimsa satsang avatar	Commandments Beatitudes Sermon Incarnate Moses	Tawhid 'Abd Khalifa Shariah Sunnah Shahada Salah Zakat Sawm Hajj Muslim (harmoniously) Surah (chapter) Ummah (community, worldwide community of muslims)	

PSHE	<u>Bullying</u> - Understand equality & discrimination with a focus on racism and disability. - Know what the words lesbian and gay mean and why calling someone these counts as bullying. <u>Exploitation / Prevent</u> - Duluth Power and Control wheel with Roald Dahl books. - Childline. - Exploring secrets and stories.	<u>Relationships and Sex Education</u> - Know how to resolve conflict using restorative practice. <u>RSE Objectives covered by 'Big Talk'</u> - Understand that all families are different (2 dads, live with Dad and Step-mum). - Recognise the important relationships in their lives now. - Know what love is and how people show love to one another. - Know that a man can love another man and a woman can love another woman. - Understand what puberty is, how boys and girls bodies grow differently and why (height, voice, hair, periods). - Recognise feelings that come with puberty including sexual feelings. - Mood swings. - Know that 2 adults who love each other, make love. - Understand that babies are made from an ovum (egg) and sperm. - Understand how a woman's body changes when pregnant, how a baby grows and is born. - Know that girls can use tampons and pads to manage their periods. - Know how to keep their self safe and what to do if someone wants them to do something dangerous, wrong or makes them feel uncomfortable. - Know their trusted adults. <u>Feelings and Emotions</u> - Management of grief. <u>Objectives covered by 'Big Talk'</u> - Know the emotions, shame, pride, grief, embarrassment. - Understand how to re-framing situations to look at them in a more positive way. - Continue work on visualisation, relaxation & calming techniques.	<u>Drugs, Alcohol and Tobacco</u> - Know the law in relation to alcohol, tobacco and solvents. - Understand what alcohol units are and why we need to know them. - Know the pressures and influences linked to tobacco, alcohol, drugs and solvents. - Know how legal drugs affect us, assessing the risk and making own choices. - Impact on social behaviour of alcohol. <u>Healthy Lifestyles</u> - Know the importance of positive thinking, keeping active and being strong. - Personal safety at the park, in the community, walking home from school.
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PE	Dance	Gymnastics	Fitness Y5/6	Dodgeball Y5/6	Athletics	Football Y5/6
	-To create a dance using a random structure and perform the actions showing quality and control. -To understand how changing dynamics changes the appearance of the performance. -To understand and use relationships and space to change how a performance looks. -To copy and repeat movements in the style of rock 'n' roll. -To work with a partner to copy and repeat actions keeping in time with the music. -To work collaboratively with a group to create a dance in the style of Rock 'n' Roll. -To develop set choreography inspired by a Mayan god. -To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. -To use structure to create a dance performance. -To use matching, canon and unison in the style of the lion dance. -To use space and relationships to create a dragon dance. -To select and combine dance tools to perform a Chinese dance.	-To be able to perform symmetrical and asymmetrical balances. -To develop the straight, forward, straddle and backward roll. -To be able to explore different methods of travelling, linking actions in both canon and synchronisation. -To be able to perform progressions of inverted movements. -To explore matching and mirroring using actions both on the floor and on apparatus. -To be able to create a partner sequence using apparatus.	-To develop an awareness of what your body is capable of. -To develop speed and stamina. -To develop strength using my own body weight. -To develop co-ordination through skipping. -To perform actions that develop agility. -To develop control whilst balancing.	-To apply rules honestly and fairly to a game situation. -To develop throwing at a moving target -To use timing, balance and agility to avoid being hit. -To develop catching under pressure to get an opponent out. -To select and apply tactics in the game. -To develop officiating skills and referee a dodgeball game.	-To be able to apply different speeds over varying distances. -To develop fluency and co-ordination when running for speed. -To develop technique in relay changeovers. -To develop technique and co-ordination in the triple jump. -To develop throwing with force for longer distances. -To develop throwing with greater control and technique.	-To develop balancing and understand the importance of this skill. -To pass the ball accurately to help to maintain possession. -To use different turns to keep the ball away from defenders. -To develop defending skills to gain possession. -To develop goalkeeping skills to stop the opposition from scoring. -To be able to apply the rules and tactics you have learnt to play in a football tournament.

	Netball Y5/6	Basketball Y5/6	Hockey Y5/6	Yoga Y5/6	Cricket Y5/6	Golf 5/6
	-To develop passing and moving. -To be able to use the attacking principle of creating and using space. -To be able to change direction and lose a defender. -To be able to defend ball side and know when to go for interceptions. -To develop the shooting action. -To use and apply skills and tactics to small sided games.	-To develop protective dribbling against an opponent. -To move into and create space to support a teammate. -To choose when to pass and when to dribble. -To be able to track an opponent and use defensive techniques to win the ball. -To develop technique to increase accuracy when scoring. -To apply principles, rules and tactics to a game situation.	-To develop dribbling to beat a defender. -To develop sending the ball using a push pass -To develop receiving the ball with control. -To be able to move into space to support a teammate. -To develop using an open stick (block) tackle and jab tackle to gain possession of the ball. -To apply the rules and skills you have learnt to play in a hockey tournament.	-To develop an understanding of yoga. -To develop flexibility through the sun salutation flow. -To develop strength through yoga flows. -To create your own flow showing quality in control, balance and technique. -To develop balance through yoga flows. -To work collaboratively to create a controlled paired yoga flow. -To create your own yoga flow that challenges technique, balance and control.	-To develop throwing accuracy and catching skills under pressure. -To develop placement of a ball into space. -To develop consistency of catching to get opponents out. -To develop overarm bowling technique and accuracy. -To develop a variety of fielding techniques and use them within a game. -To further develop fielding techniques and apply them to a game situation.	-To develop putting technique and accuracy. -To develop the technique for chipping. -To develop technique for a short game. -To develop the technique for a long game. -To select the appropriate shot for the situation. -To design a course and select the appropriate shot for the situation.

LANGUAGE	On Holiday – En vacances	Eating Out – Sortir dîner	Environment – L'environnement
	- recognise and use some basic holiday vocabulary in spoken and written sentences - understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help - be able to prepare and deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure - translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics	- understand some unfamiliar vocabulary and the main points of a story, including opinions, in its spoken and written versions - recognise subject pronouns, and use "il" and "elle" with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory - perform a short role-play, using and adapting sentence structures from the unit - use formal language, e.g. the "vous" form, in appropriate situations, e.g. to a restaurant customer	- understand and use articles, selecting them according to the gender and number of the noun, with some accuracy - use the third person singular form of the present tense to describe what an animal eats - prepare from memory, and present, a short weather report, using sentence structures that differ from English structures, with little help - write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns