

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Spectacular Space	Invaders and Settlers	Fighting for Freedom	Groovy Greeks	This is me...	Raging Rivers
Cultural Capital Development Opportunities:	Planetarium Workshop Religious visitor (Mosque)	Butser Ancient Farm (Anglo Saxon & Viking Workshops) Southampton City Mission Incarnation Day Rev Kathy visit	Visit to church and mosque		Poetry Slam	Tanner's Brook River (Geography Fieldwork)
Quality literature	Cosmic A Galaxy of her own (NF)	Beowulf Beowulf poem (comparisons) Viking Longship (NF) - Mick Manning & Brita Granstrom	Journey to Jo'burg Martin Luther King and Malcolm X speeches (NF)	Various myths and legends & play scripts Cautionary Tales – Poetry Greek Lifestyle Texts – (NF)	Rain Reign - Ann M Martin Slam Poetry – free verse	Wolf Brother Where on Earth? Rivers (NF)
T4W Fiction	Adventure Tale	Warning story	Tale of Friendship	Defeating the Monster	Fictional Recount – diary/letter writing	Tale of Fear
Focus in fiction	Character	Action	Characterisation	Suspense/action	Characterisation	Suspense
Grammar focus	- Review: verbs, adverbs, adjectives and conjunctions - Review Fronted adverbials (with commas) to build cohesion including conjunctions, adverbs	-Simple, compound and complex sentences - Apply effective use of verbs, adverbs, adjectives and conjunctions (time and cause)	-Building different sentence types and structures recapping all types of parenthesis. -Apply effective use of verbs, adverbs, adjectives and	-Building different sentence types and structures recapping all types of parenthesis. -Adverbials of time, place, number or tense choice	-Building different sentence types and structures recapping all types of parenthesis.	No T4W - Consolidation of all year 5 grammar targets

	<p>and prepositions to express time, cause, place and manner.</p> <ul style="list-style-type: none"> - Review punctuation . ! ? "" , - Review organising paragraphs around a theme <p>-Introduce complex sentences, relating to simple and compound</p> <p>- Expanded noun phrases to convey information concisely</p> <ul style="list-style-type: none"> - using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - commas for parenthesis. - () use of brackets for parenthesis 	<ul style="list-style-type: none"> - Fronted adverbials (with commas) to build cohesion including conjunctions, adverbs and prepositions to express time, cause, place and manner. - Apply punctuation . ! ? , "" , , () -Learn how to use dashes to indicate parenthesis. 	<p>conjunctions (time and cause)</p> <ul style="list-style-type: none"> - Apply a range of different sentence openers, with commas, to build cohesion DADWAVERS - Expanded noun phrases to convey information concisely - Apply punctuation . ! ? , "" , , - () : -Use semi-colons to mark boundaries between independent clauses 	<ul style="list-style-type: none"> -Using show not tell and Figurative Language to create atmosphere - Apply a range of different sentence openers, with commas, to build cohesion DADWAVERS - Apply punctuation . ! ? , "" , , - () ; -Use semi-colons to mark boundaries between independent clauses 	<ul style="list-style-type: none"> -Differences in informal and formal language -Use semi-colons, colons (also for lists) and dashes to mark boundaries between independent clauses -Using the perfect form of verbs to mark relationships of time and cause - using passive verbs to affect the presentation of information in a sentence 	
T4W Non Fiction	A Galaxy of her own - short stories of women in space Biographies	Explanation – How to take care of your Dragon.	Persuasion - speeches relating to the apartheid/civil rights movement	Discussion Non-Chronological Report - Classic Poetry - Cautionary Tales by Hilaire Beloc	SLAM POETRY Fictional Recount – diary/letter writing	Recount - Newspaper
Grammar focus	<ul style="list-style-type: none"> - Devices to build cohesion within a paragraph -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - commas for parenthesis. -Punctuation for parenthesis , , () 	<ul style="list-style-type: none"> - Devices to build cohesion within a paragraph: using a wide range of conjunctions with more than one clause (causal and time conjunctions) -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. -Punctuation for parenthesis , , - () -using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> -Building different sentence types and structures and recapping all types of parenthesis. -Devices to build cohesion, including adverbials of time, place and number -using modal verbs or adverbs to indicate degrees of possibility -Use semi-colons to mark boundaries between independent clauses and colons to introduce a list 	<ul style="list-style-type: none"> -Building different sentence types and structures and recapping all types of parenthesis. -Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. -Using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> -Building different sentence types and structures recapping all types of parenthesis. -Differences in informal and formal language -Use semi-colons, colons (also for lists) and dashes to mark boundaries between independent clauses -Using the perfect form of verbs to mark relationships of time and cause 	<p>Consolidation of all year 5 grammar targets</p> <ul style="list-style-type: none"> -use further organisational and presentational devices to structure text and to guide the reader

		- use a colon to introduce a list and punctuate bullet points consistently.		- using passive verbs to affect the presentation of information in a sentence	- using passive verbs to affect the presentation of	
Fictional non-fiction	Biography of a fictional astronaut	How to train a.....	A separation scenario	Creating own mythological creature	Letters/diary entries from fictional character	Diary entry of a crazy day!
Maths	Number: Place Value - composition and calculation with numbers up to 1,000,000 including addition and subtraction Negative Numbers	Number: Multiplication and Division	Number: Fractions Number: Decimals and Percentages	Number: Decimals and Percentages (Continued from last half term)	Geometry: Properties of Shapes Geometry: Position and Direction	Measurement: Converting Units Measurement: Area and Perimeter Measurement: Volume Statistics
History		Britain’s settlement by Anglo-Saxons and Scots Then... The Viking invasion and Anglo-Saxon struggle for the Kingdom of England		Ancient Greece		
	Substantive Knowledge for each unit is outlined on the medium term plan/knowledge organisers.				First Order Concepts	Second Order Concepts
Autumn 2 History	<p align="center">Britain’s settlement by Anglo-Saxons and Scots Then... The Viking invasion and Anglo-Saxon struggle for the Kingdom of England</p> <p><i>Chronological knowledge and Understanding</i></p> <p>Unit 1: Sequences historical periods (using dates) and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt Y3, Stone age, Romans & Mayans Y4).</p> <p>-Uses words and phrases: BC, AD, after, before, during), era, period</p> <p>-Know and sequence key events of the period studied.</p> <p><i>Historical enquiry - Using evidence / Communicating ideas</i></p> <p>Unit 1: Review source, artefact, archaeology, primary and secondary sources of evidence.</p> <p>-Study different aspects of life of different people and compare with the same aspect in another period - differences between men and women</p> <p>-examine causes and results of great events and the impact on people</p>			<p align="center">Settlement</p> <p>(Reasons for Settlement and key features - compare to Stone Age & Egyptian civilisation).</p> <p align="center">Invasion</p> <p>(Link and compare Viking invasion to that of the Romans).</p>	<p align="center">Continuity and Change</p> <p>Why did the Vikings invade Britain and how did their power change over time?</p> <p align="center">Cause and Consequence</p> <p>What happened at Sutton Hoo and Why?</p> <p>What happened in 1066 and who were the contenders to the</p>	

	<p>-identify changes and links within the period studied and across historical periods. -Ask a range of questions about the past, recognising that there is not always a single answer -Choose reliable sources of evidence to answer questions and build up a picture of life in the time studied</p> <p>Interpretations of history Units 1 & 2: Compare events from different sources. Fact or Fiction? Offer some reasons for different versions e.g. bias -Give clear reasons why there may be different accounts of history (Alfred the Great).</p>				<p>throne? Similarities and Differences How were the roles of Viking men and women different?</p>
<p>Spring 2 History</p>	<p style="text-align: center;">Ancient Greece</p> <p>Chronological knowledge and Understanding Unit 2: Sequences historical periods (using dates) and place on a timeline in relation to other periods studied (Titanic Y1, Great fire of London /Florence Nightingale Y 2, Ancient Egypt Y3, Stone age, Romans & Mayans Y4), Saxons & Vikings (Y5). -Uses words and phrases: BC, AD, after, before, during), era, period -Know and sequence key events of the period studied.</p> <p>Historical enquiry - Using evidence / Communicating ideas Unit 2: Review source, artefact, archaeology, primary and secondary sources of evidence -Study different aspects of life of different people - differences between men and women and compare with the same aspect in another period. -examine causes and results of great events and the impact on people -identify changes and links within the period studied - Choose reliable sources of evidence to answer questions and build up a picture of life in the time studied</p> <p>Interpretations of history Units 1 & 2: Compare events from different sources. Fact or Fiction? Offer some reasons for different versions e.g. bias -Give clear reasons why there may be different accounts of history (Alfred the Great).</p>			<p>Democracy (Democracy in Ancient Greece - compare with non examples such as the emperors in rome, Pharaohs in Egypt)</p> <p>Civilisation (Consideration of the physical objects created by the Greeks - comparisons with Egypt, Stone Age, Mayans)</p>	<p>Cause and Consequence Why was Athens so strong at the time?</p> <p>Similarities and Differences What do primary and secondary sources tell us about life for women in Ancient Greece?</p> <p>Significance What were the great achievements of the Ancient Greeks?</p>
<p>Geography</p>			<p style="text-align: center;">Regional Study of North America</p>		<p>Physical Geography: Rivers</p>
<p>Geography Spring 1</p>	<p style="text-align: center;">Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>				<p>Progression in Mapping</p>
	<p>Regional Study: North America</p> <p>Locational Knowledge Revise UK knowledge from years 3-4 and continents from year 2. Revisit the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. New learning: Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Knowledge</p>				<p>Progression in Mapping: -Use a range of viewpoints and scales up to satellite to view the area studied. -children create their own outline maps of North America,</p>

	<p>-locate the world's countries, using maps to focus on UK and North America as a space.</p> <p>Human and Physical Processes -Understand geographical similarities and differences through the study of human and physical geography of a place in the UK and The USA</p> <p>Geographical skills and fieldwork See Mapping progression Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Environment Similarities and differences e.g. How does the climate of the Caribbean compare to that of Southampton?</p>	<p>using atlases to show countries, places and geographic features.</p> <p>-Can use latitude and longitude in an atlas or a globe to locate features.</p>
Geography Summer 2	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).	Progression in Mapping
	<p>Physical Geography: Rivers Locational and Place Knowledge</p> <p>-Use maps and atlases to locate the rivers of the UK</p> <p>-describe and understand key aspects of: physical geography: river, soil, valley and vegetation</p> <p>-Describe and understand key features of a river system and the space they take – what is unique about their location?</p> <p>-know that 6 figure grid references are used to locate a space.</p> <p>Human and Physical Processes</p> <p>- Describe and understand the water cycle in the context of features of rivers.</p> <p>-To describe and understand how rivers are used for economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical Skills and Field Work (Off-site)</p> <p>-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 - in the context of rivers.</p> <p>-use the eight points of a compass and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</p> <p>Physical and Human Processes e.g. What happens when a river floods?</p>	<p>Progression in Mapping:</p> <p>-Use models, fieldwork and maps to talk about contours and slope. Use and create own scales for models.</p> <p>-Make own sketch maps of a place using agreed and Ordnance Survey symbols and a key, but appreciate that maps cannot show everything.</p> <p>-can use 6 figure grid references to locate features on maps.</p> <p>-Use maps to research information about locations and features.</p>

Core Geographical knowledge to be remembered by the end of Year 5

Retrieved from Year 1:

- Our school is in Shirley which is in Southampton.
- Human features have been made by people (can give examples).
- Physical features are natural features of land (can give examples).
 - Africa is a continent and Kenya is a country in Africa
- Be able to name the 4 seasons: Autumn, Winter, Spring and Summer, and talk about the type of weather typical of each.

Retrieved from Year 2:

- Southampton is in England which is in the United Kingdom/Great Britain.
- The 4 countries in the United Kingdom are England, Scotland, Wales and Northern Ireland.
- The capital of England is London, The capital of Wales is Cardiff, -The capital of Scotland is Edinburgh, The capital of Northern Ireland is Belfast
- The sea closest to Southampton is the English Channel – (to link to history units e.g. WW2 and later geography units).
- The Continents of the world are: Asia, Africa, North America, Antarctica, Europe and Australia
- know simple compass directions (North, South, East and West)
- Know the locational language, near, far, left and right

Retrieved from Year 3:

- Southampton is a city in the county of Hampshire, in the country of England.
 - A country is a nation with its own government and rules
 - A county is a section of the country, with many cities and towns within.
 - A city is a built up area (usually with a cathedral) bigger than a town.
 - Know the 8 points of a compass (North, South, East, West, Northeast, South East, North West, South West).
 - 4 Figure Grid references help us to locate places on a map.
 - The equator is an imaginary line around the earth
 - It is halfway between the North and South Pole
 - Above the equator is the Northern Hemisphere
 - Below the equator is the Southern Hemisphere
 - Underneath the surface of the earth that we can see there are 4 different layers; Crust, Mantle, Outer and Inner Core.
 - Volcanoes: There are 3 different types of volcano; active, dormant, extinct. They can be found on the ocean floor and under ice caps, too.
 - Earthquakes:
- Earthquakes happen where two tectonic plates meet. When the plates rub against each other is when the earthquake can be felt. An earthquake that occurs at the bottom of the sea can push water upwards and create tsunamis.

Retrieved from Year 4:

- Latitude = the invisible co-ordinates around the earth
- Longitude = the invisible co-ordinates over the top of the earth
- Tropic of Cancer = an invisible line of latitude above the equator
- Tropic of Capricorn = an invisible line of latitude below the equator.
 - The arctic circle is a line of latitude (the most northern one)
 - The arctic = the lands and oceans that are north of the arctic circle.

- The Antarctic circle is a line of latitude (the most southern one)
 -Antarctica = the lands between the Antarctic Circle and the South Pole
 An activist is a person who campaigns for change (Greta Thunberg)
 Russia is the largest country in the world. It crosses 2 continents (Europe and Asia)
 A biome is a large region of the earth that has a certain climate and certain types of living things (can give examples e.g. Tropical Rainforest, Temperate Forest, Desert, Tundra, Taiga (Boreal Forest), Savanna, Grasslands, Mountain/Alpine
 Spain is a country in the continent of Europe.
 Barcelona is a city in Spain which is a popular tourist destination.

New Knowledge for Year 5:

- The world is split up into different time zones. Time zones give specific areas on the earth a time of day that is earlier or later than the neighbouring time. This is because when it is daytime on one side of the earth, it is night time on the other side.
- North America is the 3rd largest continent in the world. It is made up of 23 different countries which include USA, Canada, Mexico and Greenland. It also includes the Caribbean Islands.
 - know that 6 figure grid references are used to locate a space.
- The water cycle is the journey water takes as it moves from the land to the sky and back again. It follows a cycle of evaporation, condensation, precipitation and collection (water returns to the sea).

A river is a path water takes as it flows downhill, normally towards another river, sea, lake or ocean. Rivers come in many shapes and size and often join together to make larger rivers. As rivers are a source of water, lots of plants and animals live near or in them. In addition to drinking and bathing, rivers were also important waterways for economic trade, travel and producing energy through dams.

Science	Earth and Space	(Review Year 4 electricity prior to the DT unit)	Properties and changes of materials	Living things and their habitats	Animals including humans
	Forces				
Science Autumn 1	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			Working Scientifically	
	<p>Autumn 1 - Earth and Space</p> <p>-describe the movement of the Earth and other planets relative to the sun in the solar system to help them explain day and night KNOW that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a ‘dwarf planet’ in 2006) -describe the movement of the moon relative to the Earth. KNOW that a moon is a celestial body that orbits a planet (Earth has 1 moon; Jupiter has 4 large moons and numerous smaller ones). -describe the sun, Earth and moon as approximately spherical bodies</p>			<p>Secondary Sources:</p> <p>-creating simple models of the solar system; - consider work of scientists such as Ptolemy, Alhazen and Copernicus</p>	

	<p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky -consider the work of scientists such as Ptolemy, Alhazen and Copernicus. How have ideas of the solar system developed from geocentric to heliocentric?</p>	
Science Autumn 2	<p>Autumn 2 - Forces</p> <p>-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Study the work of Gallileo and Newton to develop the theory of gravitation</p> <p>-identify the effects of air resistance, water resistance and friction (Year 3 KO), that act between moving surfaces</p> <p>-recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>LINK DIRECTLY TO DT PROJECT AND THE USE OF MECHANISMS</p>	<p>Comparative and fair Testing:</p> <p>- Friction – cars and movement investigation – need to check progression from year 3 -Air Resistance (parachutes) -Water resistance (plasticine)</p> <p>Enquiry questions: If we change the material, what happens to the amount of friction? If we change the size of the parachute, what happens to the time it takes to fall?</p>
Science Spring Term	<p>Spring 1 - Properties and changes of materials</p> <p>-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 (review year 4 electricity and magnet knowledge)</p> <p>-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>-use knowledge of solids, liquids and gases (check year 4 KO) to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>-give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>-demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>-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 (vinegar) on bicarbonate of soda</p> <p>-Explore how chemists create new materials e.g. Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</p>	<p>Classifying and Grouping: -compare and group materials based on their properties</p> <p>Comparative and fair Testing: -dissolving investigation</p> <p>Observation over time: -demonstrate that changes of state are reversible changes.</p> <p>Enquiry questions: If we change the material, what happens to the time taken for the ice capsule to melt? If we change the material, what happens to the amount of water absorbed? Which materials do you think would dissolve in water?</p>
Science Summer 1	<p>Summer 1 - Living things and their habitats</p> <p>-describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>-They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall</p> <p>-describe the life process of reproduction in some plants and animals. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>	<p>Secondary Sources: -research and compare the life cycles of different animals</p> <p>Survey/Pattern seeking: -Look for patterns in given data about gestation periods of animals – see ASE materials.</p> <p>Observation over time: - try to grow new plants from different parts of the parent plant (root cuttings)</p> <p>Enquiry questions: How does the size of the animal affect the duration of gestation?</p>
Science Summer 2	<p>Summer 2 - Animals including humans</p> <p>-describe the changes as humans develop to old age.</p>	<p>Secondary Sources:</p>

	-Timeline growth and development in humans -Learn about the changes experienced in puberty	-researching the gestation periods of other animals and compare them with humans- follow up from summer 1 unit
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Working Scientifically at a Year 5 level:

Planning

- Use their science experiences and knowledge to explore ideas and raise different kinds of questions.
 -Talk about how scientific ideas have developed over time
- Select and plan the most appropriate type of scientific enquiry and use to answer scientific questions

Enquiring and Testing

- Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why

Observing and recording

- Make own decisions about what observations to make, what measurements to use and how long to make them for.(mins/secs, newtons, cm/mm, km, mass, ml, days/months/years.)
- Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate. (solar system model, newton metres, measuring cylinders, stopwatches, beakers, pipettes)
- Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams, classification keys, tables, bar and line graphs - (line graph, bar graph, tables, venn diagrams)

Evaluating and communicating

- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas
- report conclusions, causal relationships and explanations of degree of trust in results
- Use results to make predictions and identify when further observations, comparative and fair tests might be needed

Core Disciplinary vocabulary

Variables, independent variable, dependent variable, control variable, evidence, justify, argument, , causal relationship, accuracy, precision, bar graphs, line graphs, newton meter, beaker, pipette, measuring cylinder, classification keys)

Music - (Charanga)	Livin’ on a prayer		The Fresh Prince of Bel Air		Hip Hop (Course)	
Style of Main Song	Rock		Old School Hip Hop		Hip Hop	
Unit Theme	Rock anthems		Old School Hip Hop		Rap and its origins	

<p>Listen and Appraise</p> <p>Musical dimensions to be identified in the song.</p> <p>Be able to talk about the Lyrics: what the song is about.</p> <p>Discuss how the music makes them feel.</p> <p>Use musical words when talking.</p>	<p>Pulse – the heartbeat of the music</p> <p>Rhythm – long and short sounds of pattern over the pulse</p> <p>Pitch – high and low sounds</p> <p>Tempo – the speed of the music</p> <p>Dynamics – how loud or quiet the music is</p> <p>Texture – layers of sound working together to make music interesting</p> <p>Structure – every piece of music has a structure (intro, verse, chorus etc.)</p>		<p>Pulse – the heartbeat of the music</p> <p>Rhythm – long and short sounds of pattern over the pulse</p> <p>Pitch – high and low sounds</p> <p>Tempo – the speed of the music</p> <p>Dynamics – how loud or quiet the music is</p> <p>Texture – layers of sound working together to make music interesting</p> <p>Structure – every piece of music has a structure (intro, verse, chorus etc.)</p>		<p>Explore the origins of rap:</p> <p>What does 'rap' mean? (putting words to a beat)</p> <p>Where did it first come from? (West African 'griot' passed on through generations, arriving in US through slave trade)</p> <p>'The amazing human beatbox'</p> <p>Julia Dales, beat box champion video</p> <p>Vanilla Ice – Ice Ice Baby</p> <p>Live your life by T.I. featuring Rihanna</p> <p>Will Smith – Summertime</p> <p>Can I kick it? Yes you can!</p> <p>JME – Food track explorer</p> <p>'Dirty Diggers – Wannabes'</p>	
<p>Warm up Games</p> <p>Progressive challenges within each unit that include 4 games.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>Play and copy back using up to 3 notes</p> <p>Bronze: G Silver: G and A Gold: G, A and B</p>		<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>Play and copy back using up to 3 notes</p> <p>Bronze: D Silver: D and E Gold: D, E and F</p>		<p>n/a</p>	
<p>Playing Instruments</p> <p>(Easy part) -></p>	<p>Play a part by ear or by using notation. G, A, B</p>		<p>Play a part from memory or using notation. D and A</p>		<p>Learn and explore 4 basic beat box sounds: Classic Kick (b, bm) • Classic Snare</p>	

(medium part) -> (melody) ->	D, E, F Sharp, G D, E, F Sharp, G, A, B and C		G and A C, D, E, F, G and A		(pf, psh, pss) • Closed Hi hat (t) (t) • The Clave click (clk)	
<p>Improvise</p> <p>Challenge 1: Sing, play and copy back.</p> <p>Challenge 2: Play and improvise</p> <p>Challenge 3: Improvise!</p> <p>Bronze:</p> <p>Silver:</p> <p>Gold:</p>	<p>Know that using one or 2 notes confidently is better than using 5.</p> <p>Use riffs from challenges while improvising.</p> <p>Using up to 3 notes...</p> <p>G</p> <p>G and A</p> <p>G, A and B</p>		<p>Know that using one or 2 notes confidently is better than using 5.</p> <p>Use riffs from challenges while improvising.</p> <p>Using up to 3 notes...</p> <p>D</p> <p>D and E</p> <p>D, E and F</p>		n/a	
<p>Compose a simple melody using simple rhythms</p> <p>Learn different ways of recording compositions e.g. letter names and symbols.</p> <p>Make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>Choose from the notes:</p> <p>G, A and B</p> <p>or G, A, B, D and E</p> <p>Notation: recognise the connection between sound and symbol</p>		<p>Compose using the notes</p> <p>D, E and F</p> <p>Or D, E, F, G and A</p> <p>Notation: recognise the connection between sound and symbol</p>		<p>Compose own beatbox rhythms (using beat grid).</p> <p>Compose a catchy hook over 4 beats.</p> <p>Compose a rap verse.</p>	
<p>Perform and Share</p> <p>The performance will include one or more of the following:</p> <p>Improvisations, Instrumental performances, compositions</p>	<p>Decide how to present the performance and record.</p> <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>		<p>Decide how to present the performance and record.</p> <p>Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p> <p>Compare to a previous performance.</p>		<p>Perform own rap song to an audience and record.</p> <p>Assess based on based on the agreed ‘three things that make a good musical performance’ which should include things like keeping in time with the beat, confidence and being well rehearsed so each member of the group knows what they are doing.</p>	

Year 5: Progression in Notation

Language: Recap Year 3 & 4

Year 3:



Treble Clef, Stave and Lines

Bars

Minim

Crotchet & Rest

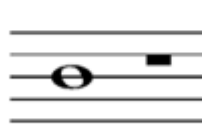
Minim and Rest

Year 4:

3/4 Time Signature



Minum and Rest



Semibreve and Rest



G Major Scale

Year 5

Reading music: Read and perform a piece of music using notation with the notes written underneath for all notes.

Writing music: Write a piece of music on a stave using notes d, e and f.

French

Raconte-moi une histoire
(Tell me a story!)

Vive le sport! (Our
sporting lives)

Les Carnival des
Animaux (The Carnival
of the Animals)

**Over-arching Objectives:
Speaking and Listening**

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore patterns and sounds of language through songs and link the spelling, sound and meanings of words.
- Appreciate songs, poems and rhymes in the language.
- Engage in conversations; ask and answer questions; and respond to those of others through memory

Autumn 2 French	<ul style="list-style-type: none"> - Orally construct sentences using relevant grammar forms such as plurals and masculine/feminine nouns. - Present ideas and information orally e.g. roleplay, presentation, performance, read aloud from a text. - Listen and rehearse specific pronunciation and intonation of familiar words. - Identify key features and patterns of the language <p>Reading</p> <ul style="list-style-type: none"> - Read short texts and translate their meaning either orally or in writing. - Highlight grammar or features of language in a short passage . - Find information and answer simple questions from a piece of text. - Read and understand the main points from a written passage. <p>Writing</p> <ul style="list-style-type: none"> - Write sentences independently to communicate ideas and opinions using a model text. - Sustain writing and be able to produce a coherent sequence of sentences. - Show awareness of grammatical features in their writing and spell correctly. - Show understanding of spelling familiar words with similar pronunciation in their writing. - Develop knowledge of how to build sentences, and how these differ from or are similar to English. 														
	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).	Grammatical Progression													
	<p style="text-align: center;">Autumn 2 – Raconte-moi une histoire (Tell me a story!) Review counting to 30 from year 3 and 4.</p> <p>Core Language:</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Regardez.</td> <td>Look.</td> </tr> <tr> <td>Répetéz.</td> <td>Repeat.</td> </tr> <tr> <td>Écoutez.</td> <td>Listen.</td> </tr> </table> <p>Numbers 40-100: quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent.</p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td>Il/Elle est...</td> <td>He/She is...</td> </tr> <tr> <td>Grand (e)</td> <td>big</td> </tr> <tr> <td>Petit (e)</td> <td>small</td> </tr> <tr> <td>vrai/faux</td> <td>true/false</td> </tr> </table>		Regardez.	Look.	Répetéz.	Repeat.	Écoutez.	Listen.	Il/Elle est...	He/She is...	Grand (e)	big	Petit (e)	small	vrai/faux
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Spring 2 French	<p>Spring 2 – Vive le sport! (Our sporting lives) Review days of the week from year 4.</p> <p>Core Language:</p> <p>Qu'est-ce que tu fais (lundi)? What are you doing/do you do on Monday(s)?</p> <p>-The use of je fais du/de la and je joue au. Although de la is correct, de la combines to make du. Similarly á la is correct but á le combines to make au. -pronunciation of words with the 'on' sound.</p>														

	<p>Je joue au tennis/basket. I play tennis/basketball Je joue au cricket. I play cricket. Je fais du vélo. I ride my bike/go cycling. Je fais du skate. I go skateboarding. Je fais de la danse/natation. I dance/swim. zéro zero boire to drink manger to eat le jus d'orange orange juice le yaourt yoghurt le poisson fish une pomme an apple les carottes carrots le chocolat chocolate le coca cola les pommes frites chips les bonbons sweets Oui, c'est bon pour la santé Yes, it's good for your health. Non, c'est mauvais pour la santé. No it's bad for your health.</p>	<p>Children are encouraged to add their own ideas into sentences and extend them with an opinion.</p>
<p>Summer 2 French</p>	<p>Summer 2 – Les Carnival des Animaux (The Carnival of the Animals) Review counting to 100 from year 3, 4 and 5.</p> <p>Core Language:</p> <p>Où habites-tu? Where do you live? J'habite dans... I live in... Je suis I am petit(e) small grand(e) big lent(e) slow rapide fast fort(e) strong faible weak</p>	<p>Review masculine and feminine endings of adjectives from year 4 and the start of year 5.</p> <p>Children start to work out meanings of words themselves, by looking for similarities with English.</p> <p>-explore and practise the pronunciation of the 'oi' sound.</p> <p>Children write their own sentences, choosing the correct form of adjective, and read them aloud.</p>





	<p>féroce fierce timide shy Quelle heure est il? What time is it? Une heure, deux heures, trois heures, quatre heures, cinq heures, six heures, sept heures, huit heures, neuf heures, dix heures: one o'clock, two o'clock, three o'clock, four o'clock, five o'clock, six o'clock, seven o'clock, eight o'clock, nine o'clock, ten o'clock. Il est midi. It is midday. Il est minuit. It is midnight</p>					
<p>Art Select and record from first hand observation, experience and imagination and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and other's work and say what they think about them. Adapt their work according to their views and describe how they might develop it further.</p> <p>RRSA: Article 31</p> <p>British Values: To be conversant with examples of British creativity and /or culture</p>				<p>Sculpture: Greek Pottery (clay)</p> <p>-use a study of 3D work from the Greek culture to develop their own response through models, experimentation and design stage</p> <p>-Revise building skills from years 2 and 3: rolling, squeezing, pulling and pinching, carving details, smoothing, creating holes, joining pieces together and make imaginative use of the knowledge they have acquired of tools, techniques and materials to express own ideas and feelings.</p> <p>Embellishment</p> <p>-Explore and express form, pattern, shape texture and colour of greek pottery</p>	<p>Drawing: Multiple View Portraits (David Hockney)</p> <p>-Select, use and manipulate appropriate drawing tools using them with control and dexterity to accurately represent from observation.</p> <p>- Use observational techniques to draw finer details of facial features.</p> <p>-Select appropriate techniques from those already taught to achieve a specific outcome. such as: hatching, scribbling, stippling, cross hatching blending to create light/ dark lines.</p> <p>-plan and complete extended sets of drawings in sketchbook, adapting and refining their work, to plan and produce a final piece.</p>	<p>Painting: Water (Review the work of Monet in Year 1)</p> <p>-Use sketchbooks to revisit and review work of artists studied so far. Monet, Lowry, Morris, Van Gogh, Andy Warhol)</p> <p>What makes Hokusai, Zaria Forman, Maggi Hambling & Karen Gunderson different? Are there any cultural differences? How can these be seen in his artwork?</p> <p>-Review of key stage one and year 3 paint strokes (horizontal, vertical, angled and flowing/semi-circular)</p> <p>-Create different effects by using a variety of tools and techniques, such as dots, scratches and splashes and applying paint in layers.</p> <p>-Can learn and apply new skills to painting such as: colour mixing, brush marks such as scratching, stippling, wax resist</p>

<p>Design Technology</p> <p>DESIGN</p> <p>MAKE</p> <p>EVALUATE</p> <p>SEE NC Criteria</p>		<p>Materials and Mechanisms: Fairground rides</p> <p>--Understanding of the invention of fairground rides and their development over time due to key events and inventors (e.g. Frederick Savage).</p> <p>REVIEW OF YEAR 4 ELECTRICITY KNOWLEDGE</p> <p>Design</p> <p>-Use research to develop design criteria to create a product fit for purpose (Carousel or Ferris Wheel).</p> <p>-Generate and communicate ideas through discussion, annotated and cross sectional sketches and exploded view diagrams.</p> <p>Make</p> <p>-Construct a 3D frame structure using woodwork and joinery. PROGRESSION IN JOIN FROM YEAR 4</p> <p>-Understand and use mechanical systems in their products (axle pulley)</p> <p>-Understand and use electrical systems in their products (circuits, motors, switches).</p> <p>- Apply their understanding of computing to program their models using FLOWOL</p> <p>Evaluate</p>		<p>Food: Greek Cuisine</p> <p>-Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Begin to understand that seasons may affect the food available</p> <p>- Research and plan Greek cuisine dishes, taking into account the key principles of a healthy, balanced diet.</p> <p>-prepare and cook a variety of GREEK, predominantly savoury, dishes safely and hygienically. With growing confidence select appropriate materials, tools and techniques such as: cutting, peeling, grating (key stage 1) , mixing, spreading, kneading and baking (year 3) chopping, slicing, using a heat source.</p> <p>- Evaluate dishes</p>		
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		-Evaluate products against the design criteria				
Computing	Data and Information: Flat File Databases	Autumn 2 – Programming Physical Systems (cross curricular application)	Creating Media - Information Posters			Programming: Selection in quizzes
	Digital Literacy -Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet Taught throughout all units of computing, the shared school charter, internet safety day and progressively through PSHE lessons.					
	Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).					
Autumn 1 Computing	Autumn 1 – Data and Information: Flat File Databases <div style="text-align: center;"> Review technology safety Information Technology </div> <p>Concept A computer program can be used to organise data and that tools can be used to select data to answer questions. Computer programs can be used to compare data visually and we present information to communicate a message.</p> <p>Knowledge and Skills Review from Years 3:</p> <ul style="list-style-type: none"> - Recognise that people, animals and objects can be described by 'attributes' (an attribute includes its name and a value. For example, a ball will have a colour, which might be red. 'Colour' is the attribute name, and 'red' is the attribute value. - The term 'database' means 'a collection of organised data that is stored on a computer'. Databases allow people to search and sort large quantities of data to find information. - A database is made up of 'records', and each record contains 'fields' of data. A field is one specific piece of data in a database record. For example, a record all about a country could have fields such as 'country name' and 'country population'. - The value within the record is the 'answer' to each field, e.g. Mexico is the value in the 'country name' field and '126.2 million' is the value in the 'country population' field. - Choose which attribute and value to search by to answer a given question. - Choose which attribute to sort data by to answer a given question. 					

	<ul style="list-style-type: none"> - Select an appropriate graph to visually compare data. - Choose suitable ways to present information to other people. <p>Software: J2Data sample databases.</p>
<p>Autumn 2 Computing</p>	<p style="text-align: center;">Unit 2 - Autumn 2 – Programming Physical Systems (DT Cross-curricular application)</p> <p style="text-align: center;">Computer Science</p> <p>Knowledge and Skills Review terminology from Years 1-3: They review that: An 'input' is data that is entered into or received by a computer or electronic device. An 'output' is any information processed by and sent out from a computer or electronic device. 'Debugging' is fixing a problem.</p> <ul style="list-style-type: none"> - An algorithm is a sequence of instructions used to complete a task. - Know what to repeat means and identify everyday tasks that include repetition as part of a sequence such as brushing teeth. - Know that we can use a loop command in a program to repeat instructions. - Identify loops within a program - An indefinite loop will run until the program stops - A count-controlled loop is programmed to stop after a specific amount of times. - Apply knowledge of programming (sequence, selection and repetition) to use Flowol to program and control physical fairground ride mechanisms. <p>Software: Flowol</p>
<p>Spring 1 Computing</p>	<p style="text-align: center;">Spring 1 - Creating Media - Information Posters</p> <p style="text-align: center;">Information Technology</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> - Select and change the appearance of text (bold, italic, underline, font) - Organise text and image placeholders in a page layout - Move, resize and rotate images, choose fonts and apply effects to text - Use a theme within a presentation - To edit text in a placeholder - Move, resize and rotate images

	<ul style="list-style-type: none"> - Choose fonts and apply effects to text <p>Review safe searching skills from Year 4:</p> <ul style="list-style-type: none"> - Evaluate the reliability of content and the consequences of unreliable content. - Explain the benefits and limitations of the world wide web. - Format a specific area of text (highlight, move & edit according to task) - Format pictures within a document (text wrapping, crop, resize) - Insert and format tables. <p>Software: Google Slides</p>
<p>Summer 2 Computing</p>	<p style="text-align: center;">Summer 2 – Programming: Selection in quizzes</p> <p style="text-align: center;">Review technology safety</p> <p style="text-align: center;">Computer Science</p> <p>Concept A 'condition' can only be true or false. A count-controlled loop contains a condition. A condition-controlled loop will stop when a condition is met. Understand that selection can be used to branch the flow of a program. Learners need to understand the importance of instruction order in if...then...else statements.</p> <p>Knowledge and Skills</p> <p>Terminology: They review that: An 'input' is data that is entered into or received by a computer or electronic device. An 'output' is any information processed by and sent out from a computer or electronic device. 'Debugging' is fixing a problem.</p> <ul style="list-style-type: none"> - An algorithm is a sequence of instructions used to complete a task. - Know what to repeat means and identify everyday tasks that include repetition as part of a sequence such as brushing teeth. - Know that we can use a loop command in a program to repeat instructions. - Identify loops within a program - An indefinite loop will run until the program stops - A count-controlled loop is programmed to stop after a specific amount of times. <ul style="list-style-type: none"> -a 'condition' can only be True or False. -Choose a condition to use in a program. -Create a condition-controlled loop (and understand the loop will stop when the condition is met). -Use a condition in an 'If...Then..' statement to start an action.

	<p>-use selection to switch program flow. -Use 'If...Then...Else' to switch program flow in one of two ways.</p> <p>Software: Scratch</p>					
<p>RE</p>	<p>Autumn 1: Islam Concept: Belonging <i>Golden thread: Belonging</i> Context: What does it mean to be a Muslim today? Shahada and Salat. Islam for KS2 RE040 <i>Living Difference</i></p> <p>Core Knowledge The Five Pillars of Islam.</p> <p>A declaration of faith helps muslims feel they belong. Learn about special prayers - the Shahada and Salat.</p> <p style="text-align: center;"></p>	<p>Autumn 2: Christianity Concept: Interpretation Context: Christmas – The two birth narratives. Teach Christmas at KS2 RE004 <i>Living Difference</i></p> <p>Core Knowledge -The story about the birth of Jesus is found in two of the four gospels – Matthew and Luke -It is not in the other two gospels of Mark and John at all -The two stories have similarities, such as Jesus is born in Bethlehem and the family make their home in Nazareth -The two stories have differences, such as the shepherds in Luke and the wise men in Matthew -This is because each of the gospel writers interpreted the story of Jesus in a way that highlighted what was important to them as a writer.</p> <p style="text-align: center;"></p>	<p>Spring 1: Humanism Concept: A Good Life <i>Golden thread: Love</i> <i>Living Difference</i></p> <p>Core Knowledge -The Golden Rule is an ethical principle that many Humanists & different religions use -It helps Humanists see how to live their life -It can be expressed positively “treat others as you would like to be treated yourself” -It can be expressed negatively “don’t treat others the way you would not like to be treated yourself” -Many Humanists use 10 rules to live their lives by</p>	<p>Spring 2: Religion: Christianity Context: Eucharist Concept: Symbol <i>Golden thread: Love</i> <i>Living Difference</i></p> <p>Core Knowledge -The Eucharist is also called Holy Communion -It reminds Christians about Jesus’ Last Supper with his disciples -It is a key feature of Christian worship and the word means thanksgiving -In the gospel stories of the Last Supper Jesus blessed the bread and wine and said that the bread was his body and the wine was his blood -Jesus asked his followers to repeat the Last Supper in his memory -Therefore today Christians receive the bread and wine in Communion -Most Christians believe the bread and wine are a symbol of Jesus’ body and blood, Catholic Christians believe it is actually the body and blood of Jesus</p>	<p>Summer 1: Christianity and Islam Concept: Sacred Context: Places of worship in Christianity and Islam <i>Golden thread: Special</i> Core Knowledge -A sacred place offers a focal point for people from that religion -Sacred places are places to celebrate, to gather, to eat, to pray, to sing, be together and be alone, as well as other activities -They are a connection to something beyond the everyday life for a believer -Sacred places can be very diverse but each sacred place is important within a religion -They often contain symbols of ideas of importance in the religion (such as a cross, artwork, calligraphy, light)</p> <p style="text-align: center;"> Church visit </p>	<p>Summer 2: Islam Concept: Community - Umma <i>Golden thread: Community</i> Context: Hajj and Zakat. Islam for KS2 RE040</p> <p>Core Knowledge The five pillars of Islam.</p> <p>Learn that Hajj is a pilgrimage and why Muslims undertake it. Zakat is an act of charity and why it is important to Muslims.</p>
<p>PSHE – JIGSAW</p>	<p>Being me in my world</p>	<p>Celebrating Difference</p>	<p>Dreams and Goals</p>	<p>Healthy Me</p>	<p>Relationships</p>	<p>Changing Me</p>
<p>PSHE – JIGSAW</p>						

Each Jigsaw piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills .		
	Core Knowledge (based on specific PSHE learning)	Children will learn to (emotional literacy & social skills)
Autumn 1 PSHE Being me in my world	<ul style="list-style-type: none"> • Know how to face new challenges positively. • Understand how to set personal goals. • Understand the rights and responsibilities associated with being a citizen in the wider community and their country. • Know how an individual's behaviour can affect a group and the consequences of this. • Understand how democracy and having a voice benefits the school community. <ul style="list-style-type: none"> • Understand how to contribute towards the democratic process. 	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Compare their life with other people in Britain and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. -Evaluate the different rules, rights and responsibilities that are shared in Britain and explain how they can help individuals and the wider community. -Explain how the actions of one person can affect another and can give examples of this from their own experiences at school and a wider community context. -Explain why rights and responsibilities contribute to making groups effective.
Autumn 2 PSHE Celebrating Difference	<ul style="list-style-type: none"> • Know what culture means • Know that differences in culture can sometimes be a source of conflict. • Know what racism is and why it is unacceptable. • Know that rumour spreading is a form of bullying on and offline (link to computing curriculum). • Know external forms of support in regard to bullying e.g. Childline. • Know that bullying can be direct and indirect. • Know how their life is different from the lives of children in the developing world. 	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help themselves and others if they become involved (directly or indirectly) in a bullying situation. -Consider a range of bullying behaviours and explain the impact these may have on everyone involved. Explain the different roles that people have within each scenario and offer solutions to try to resolve the situation. -Explain why racism and other forms of discrimination are unkind and express how they feel about discriminatory behaviour. -Recognise and explain some of the reasons and feelings that motivate some people to bully and use discriminatory behaviour. Suggest why some people are the victims of bullying/ discrimination and why respect is an important value.
Spring 1 PSHE Dreams and Goals	<ul style="list-style-type: none"> • Know that they will need money to help them to achieve some of their dreams. • Know about a range of jobs that are carried out by people I know. • Know that different jobs pay more money than others. • Know the types of job they might like to do when they are older. • Know that young people from different cultures may have different dreams and goals. <ul style="list-style-type: none"> • Know that communicating with someone from a different culture means that they can learn from them and vice versa. • Know ways that they can support young people in their own culture and abroad. 	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Explain why dreams and goals of young people from different cultures might be different from their own and give reasons for this. -Reflect on the hopes and dreams of young people from another culture and explain how this makes them feel. -Evidence how they may have different opportunities and life chances compared to some young people and can say how they feel about this.

<p>Spring 2 PSHE</p> <p>Healthy Me</p>	<ul style="list-style-type: none"> • Know the health risks of smoking. • Know how smoking tobacco affects the lungs, liver and heart. • Know some of the risks linked to misusing alcohol, including antisocial behaviour. • Know basic emergency procedures including the recovery position. • Know how to get help in emergency situations. • Know that the media, social media and celebrity culture promotes certain body types (links to computing). • Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure. • Know what makes a healthy lifestyle. 	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Explain and evaluate the different roles that food and substances can play in people's lives. -Explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. -Justify the potential health risks associated with pressures about body image, unhealthy relationships with food, smoking and alcohol misuse. -Summarise different ways that they show how they can respect and value their bodies and health. Consider the part this plays in maintaining their self confidence.
<p>Summer 1 PSHE</p> <p>Relationships</p>	<ul style="list-style-type: none"> • Know that it is important to take care of their own mental health. • Know ways that they can take care of their own mental health. • Know the stages of grief and that there are different types of loss that cause people to grieve. • Know that sometimes people can try to gain power or control them. • Know some of the dangers of being 'online' (link to computing curriculum). • Know how to use technology safely and positively to communicate with their friends and family (link to computing curriculum). 	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Compare different types of friendships and the feelings associated with them. Explain how to stay safe when using technology to communicate with friends, including how to stand up for themselves , negotiate and to resist peer pressure. -Justify why some people may use technology in ways that may be risky or harmful and explain how the feelings associated with different friendships may influence this. -Apply and appraise different strategies that might help them or others stay safe online and to help resist the pressures to use technology in risky or harmful ways.
<p>Summer 2 PSHE</p> <p>Changing Me</p>	<ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong (influence of media and online on body image). • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally. • Know that sexual intercourse can lead to conception. (Science Curriculum Links). • Know that some people need help to conceive and might use IVF . • Know that becoming a teenager involves various changes and also brings growing responsibility. 	<p><u>Children will learn to:</u></p> <ul style="list-style-type: none"> -Explain how boys and girls change during puberty and why looking after themselves physically and emotionally is important. -Relate these changes to the conception process. -Consider how changes at puberty might affect them and my friends, and prepare for the feelings they may experience at different times.

PE AND GAMES	Football	Tag Rugby	Basketball	Tennis	Cricket (striking and fielding)	Athletics
<p>British Values: To understand and exercise the notion of fair play.</p>	<p>Lesson 1: Begin to use sports specific techniques to send a ball to target with increasing accuracy and from a variety of distances and angles (review use of laces technique to pass/send the ball as appropriate over increasing distances).</p> <p>Lesson 2: Pass and receive a ball effectively using side foot technique and fewer touches in a game situation.</p> <p>Lesson 3: Travel with a large ball using the inside, outside and bottom of feet with increasing speed and changes in direction.</p> <p>Lesson 4: Dribble effectively around obstacles. Using feet using sports specific skills in game situations.</p> <p>Lesson 5: Begin to understand the roles and techniques of defence in football and use in small game situations</p> <p>Lesson 6: Begin to understand the roles and techniques of attack in football and use in small game situations</p>	<p>Lesson 1: Review: how to avoid catch and pass an opponent in games of tag rugby or similar, remove a tag and show techniques to avoid the removal of a tag</p> <p>Lesson 2: Throw, pass and catch rugby balls over a variety of distances selecting the correct method and technique for distance and angle of pass</p> <p>Lesson 3: Use taught passing techniques and understand when to use different strength and weight in game situations.</p> <p>Lesson 4: Know tactically when to pass and when to avoid an opponent in a game.</p> <p>Lesson 5: Understand how to attack and defend as a small team in tag rugby</p> <p>Lesson 6: Apply additional rules to small sided tag rugby (or related) games.</p>	<p>Lesson 1 Throw, pass and catch a variety of balls over a variety of distances and when moving using appropriate technique selecting the correct method for distance (shoulder, overhead, chest and bounce pass).</p> <p>Lesson 2 Using all taught passing techniques understand when to use different methods in game situations.</p> <p>Lesson 3 Travel with a ball showing increasing control using correct techniques in game situations</p> <p>Lesson 4: Catch/receive a variety of balls, using appropriate techniques and accurately transition to the next pass.</p> <p>Lesson 5: Understand the roles of attack and defence in a game situation</p> <p>Lesson 6: Apply known skills and tactics to small sided basketball (or related) games</p>	<p>Lesson 1: Strike a ball/shuttle when sent from a partner or adult.</p> <p>Lesson 2: Strike ball on both sides of the body when received via controlled underarm throw (with one bounce)</p> <p>Lesson 3: Strike ball on both sides of the body when received via controlled overarm throw (with one bounce)</p> <p>Lesson 4: Play shots from above their heads</p> <p>Lesson 5: Take part in a short rally game.</p> <p>Dance 2</p> <p>Lesson 1: Plan formation/s in relation to stimuli and transition to motif/phrase/ another formation and back again seamlessly on a number of occasions to suit a dance.</p> <p>Lesson 2: Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings in a variety of styles that express emotion and/or tell a story.</p>	<p>Lesson 1: Catch/receive small balls, using appropriate techniques selecting the correct method for distance.</p> <p>Lesson 2: Send (bowl) the ball accurately to a striker using underarm and experience over arm techniques for cricket</p> <p>Lesson 3: Intercept using long barrier, make attempt to catch, collect, and return a moving ball to a given position by sending (rolling or throwing) with accuracy</p> <p>Lesson 4: Strike the ball with purpose, varying the speed, height and direction from a batting tee.</p> <p>Lesson 5: Strike the ball with purpose, varying the speed, height and direction when bowled by a competent peer or adult.</p> <p>Lesson 6: Apply batting, bowling and fielding skills in small sided cricket related games.</p>	<p>Lesson 1: Run with speed learn how to react quickly from various static positions changing speed and direction efficiently. Learn how to maintain pace for jogging for several minutes</p> <p>Lesson 2: Perform a range of additional running skills such as; accelerate to pass team members or opponents, explore and state lead leg preference when jumping over objects and pass relay baton using push pass,</p> <p>Lesson 3: Perform jumping skills such as; Hop for distance and combine with hop step jump</p> <p>Jump from side to side with balance and rhythm, perform scissors jump, jump quickly from side to side and improve techniques considering arms and head position and movement</p> <p>Lesson 4: Apply jumping skills to long, triple and high jump and speed bounce</p> <p>Lesson 5: Demonstrate speed, coordination and accuracy when passing/throwing a ball,</p> <p>Lesson 6: Demonstrate dynamic push pass, sling throw and heave throw</p>
	<p>Gymnastics</p> <p>Lesson 1: Perform a range of appropriate gymnastics travels</p>	<p>Dance</p> <p>Lesson 1: Plan formation/s in relation to stimuli and transition to motif/phrase/ another formation and back again seamlessly on a number of occasions to suit a dance.</p> <p>Lesson 2: Use different compositional ideas to create</p>	<p>Gymnastics 2</p>		<p>Gymnastics 3</p> <p>Lesson 1: Learn how to perform twists and turns in</p>	<p>Dance 3</p>

	<p>to fluently link elements of sequence.</p> <p>Lesson 2: Use springboard to correctly enter and mount games equipment (using two feet to land on a box/table top).</p> <p>Lesson 3: Explore different combinations of apparatus to travel and enhance movements at different levels.</p> <p>Lesson 4: Explore different combinations of apparatus to enhance movements, including changes in direction at different levels.</p> <p>Lesson 5: Explore different combinations of apparatus to enhance movements including changes in direction at different levels and speed</p> <p>Lesson 6: Explore different combinations of apparatus to look at shape, jump, balance and travel, including changes in direction and speed and transition between movements at a range of different levels.</p>	<p>motifs and dance phrases incorporating unison, canon and stillness.</p> <p>Lesson 3: Use different compositional ideas to create motifs and dance phrases incorporating action and reaction, and stillness</p> <p>Lesson 4: Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings that express emotion and/or tell a story.</p> <p>Lesson 5: Remember, practise and combine longer, more complex dance phrases</p> <p>Lesson 6: Practise and perform a complete dance making small changes for effect if needed to ensure a smooth performance.</p>	<p>Lesson 1: Perform a gymnastics sequence using symmetry.</p> <p>Lesson 2: Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>Lesson 3: Perform a gymnastics sequence using asymmetry.</p> <p>Lesson 4: Combine actions to make a sequence. showing consistency, fluency and clarity of movements.</p> <p>Lesson 5: Perform a gymnastics sequence using asymmetry and symmetry and select when appropriate to do so.</p> <p>Lesson 6: Evaluate own and others work for improvement, commenting on both technical and aesthetic elements.</p>	<p>Lesson 3: Use different compositional ideas to create motifs and dance phrases incorporating unison, canon, action and reaction, question and answer</p> <p>Lesson 4: When working on their own, with a partner and in a group pupils link skills, techniques and ideas together.</p> <p>Lesson 5: Remember, practise and combine longer, more complex dance phrases</p> <p>Lesson 6: Assess and evaluate own performance to produce a dance that is ready for performance to an audience.</p>	<p>a range of balance rolls and jumps.</p> <p>Lesson 2: Perform twist and turns with increasing degree of control in balances rolls and jumps.</p> <p>Lesson 3: Explore different combinations of apparatus to look at shape, jump, balance and travel, incorporating twists and turns.</p> <p>Lesson 4: Develop a longer and more varied movement sequence demonstrating smooth transitions between actions.</p> <p>Lesson 5: Combine actions to make a fluent and consistent sequence of movements.</p> <p>Lesson 6: Work with a partner to combine actions and maintain the quality of performance when performing at the same time as a partner.</p> <p style="text-align: center;">Swimming</p>	<p>Lesson 1: Talk about and respond to set stimuli as the starting point for creating simple formation, motif, dance phrases and begin to plan a whole dance</p> <p>Lesson 2: Respond and perform with a partner, or small group demonstrating a range of movements reflecting stimuli and fluency and accuracy.</p> <p>Lesson 3: Copy, design and develop dance phrases with/from each other suggesting changes and improvements combining different ideas to produce a dance</p> <p>Lesson 4: When working on their own, with a partner and in a group pupils link skills, techniques and ideas accurately and appropriately</p> <p>Lesson 5: Use different compositional ideas to create motifs and dance phrases incorporating unison, canon, action and reaction, question and answer</p> <p>Lesson 6: Assess and evaluate own performance to produce a dance that is ready for performance to an audience.</p> <p style="text-align: center;">Swimming</p>
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