

	Autumn Term		Spring Term		Summer Term	
GRASBY Cycle B						
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
Theme title	The struggle for the kingdom of England Is it right to fight? 		Migration Is it all about the destination? 		Have I the skills to be an astronaut? 	
Experiential learning	Yorvik Centre and the Dig OR The Collection at Lincoln		Guest Speaker to talk about their experience Food collection for Harbour Place Grimsby		Space Centre Visit Letter to Tim Peake	
Stimulus	<u>Beowulf</u>	<u>Jotun – The Journey of a Viking (Literacy Shed)</u>	<u>The Boy at the Back of the Class - Onjali Q. Raúf –</u>	<u>Seeking Refuge - Julianne's Story</u> <u>A Journey from Zimbabwe – Literacy Shed</u>	<u>Hidden Figures</u> <u>A Galaxy of Her Own: Amazing Stories of Women in Space</u>	<u>Pandora – Documentary</u>
Text types	• Newspaper about the attack on Heorot Hall • Persuasive Letter to Beowulf to come and help with Grendel • Slam Poetry	• Narrative – Jotun’s story • Discussion – Would it have been nice to have been an Anglo Saxon or a Viking?	• Explanation text – Food as an expression of culture (Making Syrian Food) • Letter to High Court Judge (or similar) from the perspective of one of the characters.	• Narrative – Julianne’s story – With Dialogue • Discussion – Pros and Cons of Migration	• Biography of Katherine Johnson • Persuasion – Astronaut Brochure	• Narrative set on the planet Pandora • Discussion – Is Space Exploration Worth the Investment?
Reading	maintain positive attitudes to reading and understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience					

	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet understand what they read by: • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • predicting what might happen from details stated and implied • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously					
Writing	• write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. • continue to distinguish between homophones and other words which are often confused Pupils should be taught to: ▪ plan their writing by: ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed ▪ draft and write by: ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] ▪ evaluate and edit by: ▪ assessing the effectiveness of their own and others’ writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors					
Spelling will be taught on a two year cycle. <u>Cycle B Y6 spellings from Active Spelling</u>	Suffixes: -able -ible Prefixes -revised from LKS2 Super Ill Im In auto anti -ant/ance/ancy	LKS2 revision -ous -tion -sion Silent letters B -ough Statutory words	Suffixes: -ably -ible with a prefix Hyphens ff-r -ance -ence Homophones	-tious -tial Silent letters D/G ei (after c) Statutory words	Suffixes: -able/-ably with a prefix -ibly with a prefix Hyphens f-rr -ancy -ency Homophones	-cious -cial Silent letters N/G Statutory words - ‘y’ for ee sound Statutory words

	-ent/ence/ency homophones					
Active English	1. Expanded Noun Phrases to inform 2. Subordinating conjunctions in varied positions including commas to mark clauses. 3. Passive Voice to remain formal or detached. 4. Modal verbs and imperative verbs for urgency 5. Hyperbole 6. Subjunctive 7. Informal style 8. Rhetorical questions	1. Range of tenses to indicate changes in time and sequence 2. Relative clauses for detail or context, with punctuation 3. Speech for advancing action, and developing character. 4. Formal impersonal style 5. Adverbials for cohesion. 6. Brackets and dashes and commas for parenthesis.	1. Semi colons and Colons to mark and link clauses 2. Brackets and dashes to explain technical vocabulary 3. Semi colons and colons to punctuate lists (including bullet points) 4. Adverbials for certainty 5. Short sentences for emphasis. 6. Rhetorical and exclamatory sentence. 7. Semi colons for structured repetition.	1. Sentence structure to add interest 2. Brackets for incidentals 3. Dashes to emphasis additional information 4. Model verbs for degrees of probability 5. Colons and semi colons for complex lists. 6. Relative clauses for supporting detail, including Brackets, dashes and commas to punctuate.	Year 6 No New Learning (Independent Writing) 1. Passive Voice 2. Colons and semi colons to mark clauses 3. Relative clauses to add further detail. 4. Hyperbole 5. Subjunctive 6. Semi colons to structure repetition	1. Relative clauses for detail 2. Range of Tenses 3. Dialogue for advancing action and developing character 4. Formal tone 5. Modal verbs to convey degrees of probability. 6. Adverbials for cohesion
Maths Year 5	Number - number and place value Pupils should be taught to: read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000 interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0 round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 solve number problems and practical problems that involve all of the above read Roman numerals to 1,000 (M) and recognise years written in Roman numerals Number - addition and subtraction Pupils should be taught to: add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) add and subtract numbers mentally with increasingly large numbers use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy	Number - multiplication and division Pupils should be taught to: identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally, drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Number - fractions (including decimals and percentages) Pupils should be taught to:	Decimals read and write decimal numbers as fractions [for example, 0.71 = 71/100] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with 2 decimal places to the nearest whole number and to 1 decimal place read, write, order and compare numbers with up to 3 decimal places solve problems involving number up to 3 decimal places recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction solve problems which require knowing percentage and decimal equivalents of 1/2 , 1/4 , 1/5 , 2/5 , 4/5 and those fractions with a denominator of a multiple of 10 or 25 Geometry - properties of shapes Pupils should be taught to: identify 3-D shapes, including cubes and other cuboids, from 2-D representations know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles draw given angles, and measure them in degrees (°) identify: angles at a point and 1 whole turn (total 360°) angles at a point on a straight line and half a turn (total 180°) other multiples of 90° use the properties of rectangles to deduce related facts and find missing lengths and angles			

	solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why Statistics Pupils should be taught to: solve comparison, sum and difference problems using information presented in a line graph complete, read and interpret information in tables, including timetables Number - multiplication and division Pupils should be taught to: identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers establish whether a number up to 100 is prime and recall prime numbers up to 19 multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers multiply and divide numbers mentally, drawing upon known facts divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates Perimeter measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$] add and subtract fractions with the same denominator, and denominators that are multiples of the same number multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams read and write decimal numbers as fractions [for example, $0.71 = 71/100$] recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents round decimals with 2 decimal places to the nearest whole number and to 1 decimal place read, write, order and compare numbers with up to 3 decimal places solve problems involving number up to 3 decimal places recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per 100’, and write percentages as a fraction with denominator 100, and as a decimal fraction solve problems which require knowing percentage and decimal equivalents of $1/2$, $1/4$, $1/5$, $2/5$, $4/5$ and those fractions with a denominator of a multiple of 10 or 25	distinguish between regular and irregular polygons based on reasoning about equal sides and angles Geometry - position and direction Pupils should be taught to: identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed Measurement Pupils should be taught to: convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre] understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm²) and square metres (m²), and estimate the area of irregular shapes estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] solve problems involving converting between units of time use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
Maths Year 6	Number - number and place value Pupils should be taught to: read, write, order and compare numbers up to 10,000,000 and determine the value of each digit round any whole number to a required degree of accuracy use negative numbers in context, and calculate intervals across 0	Decimal Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $3/8$] identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places multiply one-digit numbers with up to 2 decimal places by whole numbers	Statistics Pupils should be taught to: interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average

	solve number and practical problems that involve all of the above Number - addition, subtraction, multiplication and division Pupils should be taught to: multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context perform mental calculations, including with mixed operations and large numbers identify common factors, common multiples and prime numbers use their knowledge of the order of operations to carry out calculations involving the 4 operations solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why solve problems involving addition, subtraction, multiplication and division use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy Number - Fractions (including decimals and percentages) Pupils should be taught to: use common factors to simplify fractions; use common multiples to express fractions in the same denomination compare and order fractions, including fractions >1 add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$] divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$] associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$] identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places multiply one-digit numbers with up to 2 decimal places by whole numbers use written division methods in cases where the answer has up to 2 decimal places solve problems which require answers to be rounded to specified degrees of accuracy	use written division methods in cases where the answer has up to 2 decimal places solve problems which require answers to be rounded to specified degrees of accuracy recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Algebra Pupils should be taught to: use simple formulae generate and describe linear number sequences express missing number problems algebraically find pairs of numbers that satisfy an equation with 2 unknowns enumerate possibilities of combinations of 2 variables Measurement Pupils should be taught to: solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places convert between miles and kilometres recognise that shapes with the same areas can have different perimeters and vice versa recognise when it is possible to use formulae for area and volume of shapes calculate the area of parallelograms and triangles calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3] Ratio and proportion Pupils should be taught to: solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison solve problems involving similar shapes where the scale factor is known or can be found solve problems involving unequal sharing and grouping using knowledge of fractions and multiples	Geometry - properties of shapes Pupils should be taught to: draw 2-D shapes using given dimensions and angles recognise, describe and build simple 3-D shapes, including making nets compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles CONSOLIDATION/REVISION MATHS PROJECTS AND INVESTIGATIONS
--	---	--	---

	recall and use equivalences between simple fractions, decimals and percentages, including in different contexts Geometry - position and direction Pupils should be taught to: describe positions on the full coordinate grid (all 4 quadrants) draw and translate simple shapes on the coordinate plane, and reflect them in the axes		
--	--	--	--

History	<u>Anglo Saxons and Vikings</u> • to know who were the Anglo-Saxons and how they influence our life today • To know how the Anglo-Saxons brought law and order to Britain • To explore if the Anglo-Saxons were responsible for bringing Christianity to England • To know what Anglo-Saxon art and culture like? • To know who the famous Anglo-Saxons were and why was Alfred so 'great'? • To know how an Anglo-Saxon settlement worked. • To know who the Vikings were and why they came to Britain in the first place? • To know how the Vikings tended to win most battles with the Anglo-Saxons? • To know what life was like in Viking Britain? • To know what life was like for a Viking 11 year old (boy/ girl)? • To know what the Vikings ate.	<u>How have people migrated in History?</u> • To know why many people from the West Indies emigrated to Britain in the 1950s (From Geography Unit)	<u>Historical Figures and The Space Race</u> • To know the origins of the space race and early achievements. • To know the significance of Sputnik 2, Laika, Yuri Gagarin and the first woman in space, and the role they played in the space race. • To know the impact of the JFK speech given in 1962 and why his comments were surprising, • To know the significant and key moments that took place at the start of the space race. • To know when the Moon Landings took place and their significance in the space race. • To know the events that took place during the Apollo 13 mission and how this impacted future space exploration. • To consider the research into life on Mars, deep space and space tourism. • To consider whether space tourism is a positive concept. • To know why the Space Race was important to the Soviet Union and the USA. • To explain factors that made the Space Race significant. - To decide who they think won the Space Race and the long term impact on relations between Russia and the USA.
---------	---	---	---

Year 5 Skills

- Know and sequence key events of time studied.
 - Use relevant terms and period labels
- Make comparisons between different times in the past (Comparison with Mayans)
- Study different aspects of different people - differences between men and women
- Compare accounts of events from different sources – fact or fiction
 - Begin to identify primary and secondary sources
 - Select relevant sections of information
- Use the library and internet for research with increasing confidence
 - Recall, select and organise historical information
- Communicate their knowledge and understanding.

Year 6 Skills

- Place current study on time line in relation to other studies
 - Use relevant dates and terms
 - Sequence up to 10 events on a time line
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Know key dates, characters and events of time studied
- Confidently use the library and internet for research
 - Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Select and organise information to produce structured work, making appropriate use of dates and terms.
 - Link sources and work out how conclusions were arrived at
 - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
 - Suggest omissions and the means of finding out
 - Bring knowledge gathered from several sources together in a fluent account

Year 5 Skills

- Offer some reasons for different versions of events
- Know and sequence key events of time studied.
 - Use relevant terms and period labels
- Compare accounts of events from different sources – fact or fiction
 - Begin to identify primary and secondary sources
 - Select relevant sections of information
- Use the library and internet for research with increasing confidence
 - Recall, select and organise historical information
- Communicate their knowledge and understanding.

Year 6

- Place current study on time line in relation to other studies
 - Use relevant dates and terms
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Know key dates, characters and events of time studied
- Confidently use the library and internet for research
 - Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Select and organise information to produce structured work, making appropriate use of dates and terms.
 - Link sources and work out how conclusions were arrived at
 - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
 - Suggest omissions and the means of finding out
 - Bring knowledge gathered from several sources together in a fluent account

Year 5 Skills

- Examine causes and results of great events and the impact on people
- Offer some reasons for different versions of events
 - Know and sequence key events of time studied.
 - Use relevant terms and period labels
- Study different aspects of different people - differences between men and women
- Compare accounts of events from different sources – fact or fiction
 - Begin to identify primary and secondary sources
- Use evidence to build up a picture of a past event
 - Select relevant sections of information
- Use the library and internet for research with increasing confidence
 - Recall, select and organise historical information
- Communicate their knowledge and understanding.

Year 6

- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation
- Place current study on time line in relation to other studies
 - Use relevant dates and terms
 - Sequence up to 10 events on a time line
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings
- Know key dates, characters and events of time studied
- Confidently use the library and internet for research
 - Recognise primary and secondary sources
- Use a range of sources to find out about an aspect of time past
- Select and organise information to produce structured work, making appropriate use of dates and terms.
 - Link sources and work out how conclusions were arrived at
 - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion
- Be aware that different evidence will lead to different conclusions
 - Suggest omissions and the means of finding out
 - Bring knowledge gathered from several sources together in a fluent account

Geography	<u>Anglo Saxon and Viking settlements and contextual Geography</u> To know the names of the countries where the Anglo Saxons and the Vikings travelled from. To know how the UK looked during the period of the Anglo Saxons and the Vikings, and recognise changed between then and now. <u>To know where the famous landmarks of Europe are:</u> Know the names of most of the well-known European cities Know where most of the well-known landmarks are located Recognise Europe's most well-known mountain regions and rivers are Know specific features of at least one European country Know why we have a European parliament	<u>Physical and Human features of Immigration to the UK</u> Know why so many people from India and Pakistan emigrated to Britain (+ Syria, linked to The Boy at the Back of the Class) Know about the impact of immigration on Britain's industry Known why Brexit was such an important event in Britain	<u>Biomes, Tundra and Deserts</u> • Know the similarities and differences between a Tundra and a Desert • Know what is meant by a 'tundra' and locate them in across the world • Know where the world's most famous and largest deserts are situated • Explain the main features of a tundra • Know how people have adapted to live in tundra and deserts • List the main differences between a tundra and a desert
Geography Skills Progression Covered	<u>Year 5 Skills</u> Investigate places with more emphasis on the larger scale; contrasting and distant places (mountains and rivers of Europe) Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales (Change in kingdoms of England) Begin to use 4 figure coordinates to locate features on a map. Compare maps with aerial photographs (Sutton Hoo) Select a map for a specific purpose. Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Find/recognise places on maps of different scales – Europe. Identify significant places and environments Use index and contents page within atlases. Draw/use maps and plans at a range of scales. Draw a plan view map accurately <u>Year 6:</u> Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions Use 4 figure co-ordinates confidently to locate features on a map. Confidently identify significant places and environments Confidently use an atlas. Recognise world map as a flattened globe.	<u>Year 5</u> Begin to suggest questions for investigating Investigate places with more emphasis on the larger scale; contrasting and distant places. (Syria and Caribbean etc) Collect and record evidence unaided Analyse evidence and draw conclusions Compare maps with aerial photographs (Syria) Select a map for a specific purpose. Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Find/recognise places on maps of different scales – Europe. Identify significant places and environments Use index and contents page within atlases. Begin to use primary and secondary sources of evidence in their investigations. <u>Year 6:</u> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions Use 4 figure co-ordinates confidently to locate features on a map. Confidently identify significant places and environments Confidently use an atlas. Recognise world map as a flattened globe. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Use atlas symbols. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)	<u>Year 5 Skills</u> Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions Begin to use 4 figure coordinates to locate features on a map. Select a map for a specific purpose. Begin to use atlases to find out about other features of places. Find/recognise places on maps of different scales. Identify significant places and environments Use index and contents page within atlases. <u>Year 6 Skills</u> Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Use atlas symbols. Locate places on a world map. Use atlases to find out about other features of places. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Confidently identify significant places and environments Confidently use an atlas.

	Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Use atlas symbols. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use a scale to measure distances.		Use a scale to measure distances.		Recognise world map as a flattened globe.	
Science	<u>Focus Unit: Could you be a CSI Investigator?</u> <u>Properties and Changes of Materials (Year 5 topic)</u> - 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	<u>Focus Unit: Could you be a CSI Investigator?</u> <u>Properties and Changes of Materials (Year 5 topic)</u> - 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.	<u>Focus Unit: Does everything that goes up always come down?</u> <u>Forces (Year 5 topic)</u> <u>Possible Key Text: The Man Who Walked Between the Towers</u> - 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. - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	<u>Focus Unit: Does everything that goes up always come down?</u> <u>Forces (Year 5 topic)</u> <u>Possible Key Text: The Man Who Walked Between the Towers</u> - Identify the effect of drag forces, such as air resistance, water resistance and friction, that act between moving surfaces. - Describe, in terms of drag forces, why moving objects that are not driven tend to slow down. - understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.	<u>That's classified information!</u> <u>Living things and their habitats (Year 6)</u> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics.	<u>Focus Unit: Will Liam really be the next astronaut to land on the moon?</u> <u>Earth and Space (Year 5 topic)</u> <u>Possible Key Text: Cosmic</u> - 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.

	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	• Year 6 OBJ: 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, oxidisation, and the action of acid on bicarbonate of soda.				
Key questions/Lesson Titles	• Can you think of five materials that can be changed and reversed and five that cannot? • How have scientists made use of changes to create materials that make our lives easier, e.g. cling film? • Which materials dissolve and evaporate and why can this sometimes be an important quality in those materials? • How are reversible and irreversible changes important to forensic scientists? • How could you solve a crime by using forensic evidence? • What is bicarbonate of soda and what impact does it have on different materials?	• How do builders get materials to the top of sky scrapers? • How could Philippe have got the heavy items onto the top of the towers? • What is friction and gravity? • Why is an apple linked with gravity? • How could Philippe have protected himself against a fall? • How much science did Philippe use when doing his circus tricks? • How does a bicycle move?	• What is classification? • What animal groups are there? • What plant groups are there? • How can we accurately classify information? • How can we present information gathered clearly to help other classify?	• Could we describe the Earth and the Sun as space cousins and if the Earth and Sun are cousins, is the Moon a young nephew? • Can you explain why we have day and night? • What do we know about the other planets in our solar system? • Who was Neil Armstrong and what		

				would you ask him if you met him? • How could you create a moon surface and create a moon buggy? • Reflection: Could you create a simulated moon landing and film it?
Science Skills – Working Scientifically Y5 and 6	<u>In Year 5, children will be introduced to these skills. By the end of Year 6, these skills will be embedded.</u> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables, where necessary • Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Use test results to make predictions to set up further comparative and fair tests • Report and present 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 • Identify scientific evidence that has been used to support or refute ideas or arguments			
Art	<u>Drawing our own Viking pattern inspired by Viking Sagas, and create a repeating pattern, in the style of Andy Warhol</u> <u>Year 5 Skills</u> • Explain a few printing techniques – poly blocks, relief, mono and resist printing. • Choose the printing method appropriate to the task. • Build up layers/colours and textures • Organise work in terms of pattern, repetition, symmetry or random printing styles. • Choose inks and overlay colours <u>Year 6 Skills</u> • Described varied techniques • Be familiar with layering prints • Be confident with printing on paper and fabric. • Alter and modify work. • Work relatively independently.	<u>Banksy – Migration art (Black and white contrast with single colour)</u> <u>Year 5 Skills</u> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources. <u>Year 6 Skills:</u> • Create shades and tints using black and white.	<u>Traditional African dress – Use textiles, dye and sewing to create a pattern.</u> <u>Year 5 Skills:</u> • Join fabrics in different ways, including stitching. • Use different grades and uses of threads and needles. • Extend their work within a specified technique. • Use a range of media to create collage. • Experiment with using batik safely. <u>Year 6 Skills:</u> • Awareness of the potential of the uses of material.	<u>Van Gogh – Starry Night – Own Version</u> <u>Year 5 Skills</u> • Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. • Work on preliminary studies to test media and materials. • Create imaginative work from a variety of sources. <u>Year 6 Skills:</u> • Create shades and tints using black and white. • Choose appropriate paint, paper and implements to adapt and extend their work. • Carry out preliminary studies, test media and materials and mix appropriate colours. • Work from a variety of sources, inc. those researched independently. • Show an awareness of how paintings are created (composition).

		- Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition).	- Use different techniques, colours and textures etc when designing and making pieces of work. - To be expressive and analytical to adapt, extend and justify their work	
Art Skills Y5 and 6	<u>In Year 5, children will be introduced to these skills. By the end of Year 6, these skills will be embedded.</u> <u>Exploring and Developing Ideas</u> - Explore the roles of craftspeople and designers working in different times and cultures. - Develop ideas using different or mixed media, using a sketchbook. - 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 process to use in their work. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. <u>Breadth of Study:</u> - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. - Use ICT. - Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.			
D & T	<u>Build a Viking longboat</u> <u>Year 5 Skills</u> - Generate ideas through brainstorming and identify a purpose for their product - 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	<u>Syrian food cooking</u> <u>Year 5 skills</u> - Weigh and measure accurately (time, dry ingredients, liquids) - Apply the rules for basic food hygiene and other safe practices e.g. <i>hazards relating to the use of ovens</i>	<u>Food – Planning an astronaut's meal</u> <u>Year 5 skills</u> - Weigh and measure accurately (time, dry ingredients, liquids) - Apply the rules for basic food hygiene	<u>Space Buggies</u> <u>Year 5 skills</u> Generate ideas through brainstorming and identify a purpose for their product

	- suggesting alternative methods of making if the first attempts fail • Use results of investigations, information sources, including ICT when developing design ideas • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. <i>hazards relating to the use of ovens</i> • Cut and join with accuracy to ensure a good-quality finish to the product • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others		and other safe practices e.g. <i>hazards relating to the use of ovens</i> • Generate ideas through brainstorming and identify a purpose for their product • 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 • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others	• 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 • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others
	<u>Year 6:</u> • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved • Select appropriate tools, materials, components and techniques • Assemble components make working models • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as they go along • Pin, sew and stitch materials together create a product • Achieve a quality product		<u>Year 6 Skills</u> • Communicate their ideas through detailed labelled drawings	<u>Year 6 Skills</u> • Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways

			• Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques • Select appropriate tools, materials, components and techniques • Assemble components make working models • Use tools safely and accurately • Make modifications as they go along • Achieve a quality product	• Plan the order of their work, choosing appropriate materials, tools and techniques • Select appropriate tools, materials, components and techniques • Assemble components make working models • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as they go along • Pin, sew and stitch materials together create a product • Achieve a quality product
	<u>BBC Teach – Viking Saga Songs</u> <i>In this unit, children join in with songs, stories and music-making inspired by the gods and goddesses of Viking mythology. The songs explore the atmosphere and excitement of the Viking world while being rooted in familiar modern styles, such as reggae, rock and lyrical ballads</i> <u>Year 5 Skills:</u> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities.	<u>Mongolian Mouth Music</u> <u>Music Express Year 6 – World Unite</u> In this unit, children explore rhythm and melody in singing, movement and dance. They learn about beat, syncopation, pitch and harmony and take a trip around the world to celebrate the universal language of music. <u>Year 5 Skills:</u> • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. <u>Year 6 Skills:</u>	<u>Solar System – Year 5 lesson bank, Music Express</u> In this unit, pupils will embark on a journey through the solar system, exploring how our universe inspired composers including Debussy, Holst and George Crumb. Children learn a song and compose pieces linked to space. <u>Year 5 Skills:</u> Compose • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • Working in pairs, compose a short ternary piece. • Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, <i>La Mer</i> by Debussy and <i>The River Flows In You</i> by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.	

	<u>Year 6 Skills:</u> • Sing a broad range of songs, including those that involve <i>syncopated</i> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing <i>three- and four-part rounds</i> (e.g. <i>Calypso</i> by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. <u>Keyboard Skills:</u> In this unit pupils will establish/improve their basic keyboard skills. They will read rhythmic notation, including semiquavers and dotted crotchet/quaver. Pupils will read the notes of the C major scale whilst singing as well as learning how to build simple triads whilst playing. They will sing <i>Joyful, Joyful</i>, play the opening melody of Beethoven’s <i>Ode to Joy</i> from standard notation, and will learn about Beethoven as one of the Great Composers within the Western Classical Tradition. Pupils will learn to play in time to and improvise over a loop as well as learning about musical phrasing and using technology to record their work. <u>Year 5 skills:</u> Instrumental Performance • Play melodies on <i>tuned percussion</i>, melodic instruments or keyboards, following <i>staff notation</i> written on one stave and using notes within the Middle C–C’/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. • Understand how <i>triads</i> are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. <i>Yellow Submarine</i> by The Beatles). • Perform a range of repertoire pieces and <i>arrangements</i> combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of <i>playing by ear</i> on tuned instruments, copying longer phrases and familiar melodies.	• Sing a broad range of songs, including those that involve <i>syncopated</i> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing <i>three- and four-part rounds</i> (e.g. <i>Calypso</i> by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	• Capture and record creative ideas using any of: o graphic symbols - o rhythm notation and <i>time signatures</i> - o <i>staff notation</i> - o technology. Instrumental Performance • Play melodies on <i>tuned percussion</i>, melodic instruments or keyboards, following <i>staff notation</i> written on one stave and using notes within the Middle C–C’/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. • Understand how <i>triads</i> are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. <i>Yellow Submarine</i> by The Beatles). • Perform a range of repertoire pieces and <i>arrangements</i> combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of <i>playing by ear</i> on tuned instruments, copying longer phrases and familiar melodies. Singing: • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing <i>three-part rounds</i>, <i>partner songs</i>, and songs with a <i>verse and a chorus</i>. • Perform a range of songs in school assemblies and in school performance opportunities. <u>Year 6 Skills:</u> Compose • Plan and compose an 8- or 16-beat melodic phrase using the <i>pentatonic</i> scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a <i>ternary</i> piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Instrumental Performance • Play a melody following <i>staff notation</i> written on one stave and using notes within an <i>octave range (do–do)</i>; make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>f</i>) and moderately quiet (<i>p</i>). • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, <i>tuned</i>
--	---	---	---

	Reading Notation • Further understand the differences between <i>semibreves</i>, <i>minims</i>, <i>crotchets</i> and <i>crotchet rests</i>, <i>paired quavers</i> and <i>semiquavers</i>. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C–C’/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. <u>Year 6 Skills:</u> Instrumental Performance • Play a melody following <i>staff notation</i> written on one stave and using notes within an <i>octave range (do–do)</i>; make decisions about dynamic range, including very loud (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>f</i>) and moderately quiet (<i>mf</i>). • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, <i>tuned percussion</i> or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. Reading Notation • Further understand the differences between <i>semibreves</i>, <i>minims</i>, <i>crotchets</i>, <i>quavers</i> and <i>semiquavers</i>, and their equivalent <i>rests</i>. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations.				<i>percussion</i> or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. Singing: Sing a broad range of songs, including those that involve <i>syncopated</i> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing <i>three- and four-part rounds</i> (e.g. <i>Calypso</i> by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	
	Computing	Communication and collaboration (Year 6) -I can describe how computers use addresses to access websites	Vector Graphics (Year 5) -I can discuss how vector drawings are different from paper-based drawings	3D Modelling (Year 6) -I can add 3D shapes to a project - I can move 3D shapes relative to one another	Flat-File Databases (Year 5) -I can create a database using cards - I can explain how information can be recorded	Selection in Physical Computing (Year 5)- -I can create a simple circuit and connect it to a microcontroller

	- I can explain that internet devices have addresses - I can recognise that data is transferred using agreed methods - I can explain that all data transferred over the internet is in packets - I can explain that data is transferred over networks in packets - I can identify and explain the main parts of a data packet - I can explain that the internet allows different media to be shared - I can recognise how to access shared files stored online - I can send information over the internet in different ways - I can explain how the internet enables effective collaboration - I can identify different ways of working together online - I can recognise that working together on the internet can be public or private - I can choose methods of communication to suit particular purposes - I can explain the different ways in which people communicate - I can identify that there are a variety of ways to communicate over the internet - I can compare different methods of communicating on the internet - I can decide when I should and should not share information online - I can explain that communication on the internet may not be private	- I can experiment with the shape and line tools - I can recognise that vector drawings are made using shapes - I can explain that each element added to a vector drawing is an object - I can identify the shapes used to make a vector drawing - I can move, resize, and rotate objects I have duplicated - I can explain how alignment grids and resize handles can be used to improve consistency - I can modify objects to create a new image - I can use the zoom tool to help me add detail to my drawings - I can change the order of layers in a vector drawing - I can identify that each added object creates a new layer in the drawing - I can use layering to create an image - I can copy part of a drawing by duplicating several objects - I can recognise when I need to group and ungroup objects - I can reuse a group of objects to further develop my vector drawing - I can compare vector drawings to freehand paint drawings - I can create a vector drawing for a specific purpose - I can reflect on the skills I have used and why I have used them	- I can view 3D shapes from different perspectives - I can lift/lower 3D objects - I can recolour a 3D object - I can resize an object in three dimensions - I can duplicate 3D objects - I can group 3D objects - I can rotate objects in three dimensions - I can accurately size 3D objects - I can combine a number of 3D objects - I can show that placeholders can create holes in 3D objects - I can analyse a 3D model - I can choose objects to use in a 3D model - I can combine objects in a design - I can construct a 3D model based on a design - I can explain how my 3D model could be improved - I can modify my 3D model to improve it	- I can order, sort, and group my data cards - I can choose which field to sort data by to answer a given question - I can explain what a field and a record is in a database - I can navigate a flat-file database to compare different views of information - I can combine grouping and sorting to answer specific questions - I can explain that data can be grouped using chosen values - I can group information using a database - I can choose multiple criteria to answer a given question - I can choose which field and value are required to answer a given question - I can outline how 'AND' and 'OR' can be used to refine data selection - I can explain the benefits of using a computer to create charts - I can refine a chart by selecting a particular filter - I can select an appropriate chart to visually compare data - I can ask questions that will need more than one field to answer - I can present my findings to a group - I can refine a search in a real-world context	- I can explain what an infinite loop does - I can program a microcontroller to make an LED switch on - I can connect more than one output component to a microcontroller - I can design sequences that use count-controlled loops - I can use a count-controlled loop to control outputs - I can design a conditional loop - I can explain that a condition is either true or false - I can program a microcontroller to respond to an input - I can explain that a condition being met can start an action - I can identify a condition and an action in my project - I can use selection (an 'if...then...' statement) to direct the flow of a program - I can create a detailed drawing of my project - I can describe what my project will do - I can identify a real-world example of a condition starting an action - I can test and debug my project - I can use selection to produce an intended outcome - I can write an algorithm that describes what my model will do	- I can recall how conditions are used in selection - I can create a program with different outcomes using selection - I can identify the condition and outcomes in an 'if... then... else...' statement - I can use selection in an infinite loop to check a condition - I can design the flow of a program which contains 'if... then... else...' - I can explain that program flow can branch according to a condition - I can show that a condition can direct program flow in one of two ways - I can identify the outcome of user input in an algorithm - I can outline a given task - I can use a design format to outline my project - I can implement my algorithm to create the first section of my program - I can share my program with others - I can test my program further - I can identify the setup code I need in my program - I can identify ways the program could be improved
--	--	---	---	--	---	---

PSHE	<u>Me and My Relationships</u> - To understand negotiation and compromise and begin to put these strategies in place in a positive way. - To recognise friendship challenge and ways to deal with these. - To recognise assertive behaviours, peer influence and pressure. - To identify passive, aggressive and assertive behaviours - To recognise emotional needs and when they arise - To identify risk factors, including emotional risks - To describe consequences of positive and negative reactions - To describe how people show commitment to each other.	<u>Valuing Differences</u> - To show respect, respond appropriately and practise active listening. - To understand discrimination, justice and injustice, show empathy and recognise how to challenge discriminatory behaviour. - To communicate respectfully with verbal and non-verbal communication. - To describe those who make up our communities, recognise the benefits of a diverse society and show mutual respect. - To understand that information online may not be true and that people	<u>Keeping Myself Safe</u> - To demonstrate strategies to deal with, and support others with bullying, both online and face-to-face. - To know that it is illegal to create and share sexual images of children under 18 years old. - To explore the risks of sharing photos and know how to keep their information private online. - To define addiction and understand it is a type of behaviour. - To understand all humans have basic needs that have different ways of being met. - To explore which situations are risky and share opinions and ideas of what to do in a risky situation. - To understand the basic laws around drugs and why they exist. - To understand the norms around drinking alcohol, the misconceptions and describe the risks and effects of drinking.	<u>Rights and Responsibilities</u> - To define fact, opinion, biased and unbiased. - To describe the language and techniques that make up a biased report, and analyse a report for these features. - To know the legal age to have a social media account - To understand why people don't tell the truth and often only post the good bits about themselves online, understanding that people's lives are much more balanced in real life. - To state the cost involved in producing and selling an item and ask questions before buying a product. - To define loan, credit, debt and interest, and suggest advice for a range of personal finance situations. - To explain some of the responsibilities of local councils and understand that councillors are elected to represent their local community.	<u>Being My Best</u> - To identify their own strengths and talents, as well as areas for improvement and how to achieve them. - To explain the term community, what the school community means to them and how we could improve ours. - To identify risk factors and understand the outcomes of risk-taking in a given situation, including emotional risks. - To recognise a risk, explain how it can be reduced and understand how the risks related to growing up. - To know how to make a clear and efficient call to emergency services if necessary. - To understand the concepts of basic first aid.	<u>Growing and Changing Year 5:</u> - Know the key facts of the menstrual cycle; - Understand that periods are a normal part of puberty for girls; - Identify some of the ways to cope better with periods. - Identify some products that they may need during puberty and why; - Know what menstruation is and why it happens. - Know the correct words for the external sexual organs; - Discuss some of the myths associated with puberty. - Use a range of words and phrases to describe the intensity of different feelings - Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; - Explain strategies they can use to build resilience. <u>Year 6:</u> - Define what is meant by the term stereotype;

	• To understand the legality of marriage and that everyone has the freedom to choose. • To understand that online communication can be misinterpreted and recognise acceptable ways to behave online and in person.	may post things to make people like them • To understand and explain the difference between sex, gender identify, gender expression and sexual orientation • To explain the difference between a friend and an acquaintance, describe the qualities of a strong friendship and describe the benefits of other types of relationship.	• To understand the norms around smoking and the reasons for misperceptions. • To identify risk factors, including emotional risks. • To understand the norms around smoking and alcohol and the common misperceptions.	• To explain voluntary, community and pressure groups and describe the aims, mission statement, activity and beneficiaries of a chosen group. • To recognise reasons for rules and laws, and the consequences of not adhering to rules and laws.	• To know what is sepsis, it's signs and how to act if it is suspected.	• Recognise how the media can sometimes reinforce gender stereotypes; • Recognise that people fall into a wide range of what is seen as normal; • Challenge stereotypical gender portrayals of people. • Recognise some of the changes they have experienced and their emotional responses to those changes; • Suggest positive strategies for dealing with change; • Identify people who can support someone who is dealing with a challenging time of change. • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; • Suggest strategies that would help someone who felt challenged by the changes in puberty; • Understand what FGM is and that it is an illegal practice in this country; • Know where someone could get support if they were concerned about their own or another person's safety. • Identify the changes that happen through
--	--	--	---	---	---	---

						puberty to allow sexual reproduction to occur; • Know a variety of ways in which the sperm can fertilise the egg to create a baby; • Know the legal age of consent and what it means.
RE	<u>LAS Compulsory</u> <u>Life Journey – Hinduism/Islam</u> <i>[Hinduism: How do Hindus show they belong?</i> <i>Islam: How do Muslims show they belong?</i> <i>Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity; have looked at how we know whether religious claims are true or not – this unit considers whether their truth or otherwise actually matters – what impact does religion have on people’s lives, regardless of whether they can prove their beliefs to be true or not]</i> Children will consider: • How do Muslims show they belong? • What value does religion bring for religious people? • How does this relate to ideas about community, identify and belonging? • Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity • How do Hindus show they belong? • What value does religion bring for religious people? • How does this relate to ideas about community, identify and belonging? • Rites of passage; include other religions, e.g. Bar/Bat Mitzvah in Judaism, confirmation in Christianity (cf. Life Journey – Christianity)	<u>Creation</u> <u>UC 2b.2 (core)</u> <u>Creation and Science: Conflicting or Complementary?</u> Children will know: • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists through history who are now Christians. • The discoveries of science make	<u>Creation</u> <u>UC 2b.2 (digging deeper)</u> <u>Creation and Science: Conflicting or Complementary?</u> Children will know: • There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with scientific accounts? • There are many scientists through history who are now Christians. • The discoveries of science make	<u>LAS Additional</u> <u>Unit Designed by the School (including Christianity):</u> <u>Do you have to believe in God to be good?</u> <i>[Opportunity to study Humanism/atheism and explore e.g. issues of social justice]</i> • Recognise that the word ‘good’ means different things to different people (see KS2 Additional Unit: Big Questions – What is a Good Life?): is a tsunami that floods a village a ‘good’ tsunami? A cancer cell that proliferates a ‘good’ cancer cell? What does ‘good’ look like in your school? At home? Amongst your friends? In	<u>God</u> <u>UC 2b.1 (core)</u> <u>What does it mean if God is loving and holy?</u> Children will know: • Christians believe God is omnipotent, omniscient and the eternal, and that this means God is worth Worshipping • Christians believe God is both Holy and loving and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also being loving, forgiving and full of grace. • Christians believe God loves people so much that Jesus was born, lived and was crucified and rose again to show God’s love. • Christians do not all agree about what God is like but try to follow his path as	

	Children will learn about: • Islam ○ Birth (reciting the adhaan [call to prayer] into the baby's ear, giving them something sweet to taste, shaving the baby's head and the aqiqah ceremony – links between this, zakat [charitable giving] and Muslims beliefs about harmony) ○ Marriage (a social contract, mahr [a financial gift given to the bride], the nikah [marriage ceremony]; the role of cultural traditions in Muslim weddings) ○ Death (burial rituals should take place as soon as possible after death [within three days]; ritual collective washing of the body, wrapping the body in white cloth [death as an equaliser], buried facing Makkah; Muslims are never cremated) • Judaism ○ Birth (brit milah – circumcision of boy when eight days old – mark of belonging to the people of Israel) ○ Initiation (bar/bat mitzvah [lit. 'son' or 'daughter of the commandment' – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features, e.g. reading Torah portion, binding tefillin on arms and forehead for some Jewish groups, celebration, etc.) ○ Marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this	Christians wonder even more about the power and majesty of the Creator.	Christians wonder even more about the power and majesty of the Creator.	the different religions you have studied? • Think about how understanding what 'bad' is might help us understand what 'good' is (the via negativa – understanding what something is by thinking about what it is not) • Examples of religions and worldviews that do not have a concept of God: • Buddhism: the story of Siddhartha Gautama and his discovery of the Four Noble Truths; following the Eightfold Path as a way of escaping suffering and the cycle of birth, death and rebirth; the role of meditation and mindfulness in this process; the fact there is no God as part of this system; the Eightfold Path and the Five Precepts as moral guidance • Humanism: key principles – trusting scientific	they see it in the Bible or through church teaching. • Christians believe getting to know God is like getting to know a person rather than learning information.
--	--	--	--	---	---

	links to Jewish beliefs about covenant) ○ Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] - the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes – this is the act of keriah to show their grief; Jews are buried, not cremated) ● The value of religion: is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth? Is religion important because it has social value for the whole of society? Does religion have value because it fosters a sense of community? Etc. Hinduism: ● Samskaras (rites of passage that mark the move from one phase of life to the next): 1. Birth (namkarna and jatakarma – naming ceremony and welcome ceremony) 2. Initiation (upanayana – sacred thread ceremony) 3. Marriage (vivaha) 4. Death (antyeshti) ● The key features of each and the ways in which they connect to beliefs about Brahman, atman, samsara, dharma and karma ● Judaism 1. Birth (brit milah – circumcision of boy when eight days old – mark of belonging to the people of Israel)			method, rejecting the idea of the supernatural, making ethical decisions on basis of reason, empathy and a concern for human beings and sentient animals, belief that in the absence of an afterlife and any overarching purpose in the universe, humans can act to give their life meaning by seeking happiness in this life and helping others to do the same; see here for further teaching materials: https://understandinghumanism.org.uk/uhtheme/ethics/ ● Practical examples of ways in which Buddhists and Humanists respond to and act on ethical issues, e.g. care of the environment, poverty, care of the elderly, etc.	
--	--	--	--	---	--

	2. Initiation (bar/bat mitzvah [lit. ‘son’ or ‘daughter of the commandment’ – the point at which a boy or girl becomes an adult and must keep the commandments; happens at the age of 13 for a boy and 12 for a girl; key features, e.g. reading Torah portion, binding tefillin on arms and forehead for some Jewish groups, celebration, etc.) 3. Marriage (signing the ketubah [marriage contract], the seven blessings and drinking from the Kiddush [blessing] cup, breaking a glass to signify the destruction of the Temple; ways in which this links to Jewish beliefs about covenant) 4. Death (burial rituals should take place as soon as possible after death; the body is washed and dressed in tachrichim [a simple white shroud]; men are also wrapped in their tallit [prayer shawl] - the fringes are cut off the tallit to show that he is now free of the religious laws; before burial, the mourners make a tear in their clothes – this is the act of keriah to show their grief; Jews are buried, not cremated) • The value of religion: is religion important because it makes certain claims about God, the world and human beings that religious believers accept as the truth? Is religion important because it has social value for the whole of society? Does religion have value because it fosters a sense of community? Etc.				
--	---	--	--	--	--

RE Skills	<u>Year 5 Skills</u> I can explain how some beliefs and teachings are shared by different religions. I can explain concepts, rituals and practices for each religion. I can explain, using the correct terminology, how religious beliefs and ideas can be shown in many different ways. I recognise and express my feelings about my own identity and link this to my learning about religion. I can explain why there are differences between my own and others’ ideas about ultimate questions. I can express my own values. I can respond to the values and commitments of others. <u>Year 6 Skills</u> I can explain how beliefs and teachings affect the lives of individuals and communities. I can explain how religious life and practices affect the lives of individuals and communities. I can seek coherent patterns in each religion and explain how they connect different aspects of life into a meaningful whole. I can consider the thoughts, feelings, experiences, attitudes, beliefs and values of others regardless of their faith. I can ponder on feelings, relationships, experiences, ultimate questions, beliefs and practices. I can show respect for the consideration for others, religious teachings and individual conscience.		
French	<u>Phonics 3</u> É E È EAU EUX Sounds <u>Phonics 4</u> QU GNE Ç EN AN Sounds <u>Regular Verbs</u> • Recognise and understand what a pronoun is in both English and French and • be able to say what the key personal pronouns are in French. • Understand what a verb is in both English and French and how to then create • a stem and work out the endings for regular –ER, -IR and -RE verbs. • Conjugate in French a regular –ER verb. • Conjugate in French a regular –IR verb. • Conjugate in French a regular –RE verb. <u>Do you have a pet?</u> • Repeat, recognise and attempt to spell the eight nouns (including the • correct article for each) for pets in French. • Tell somebody in French if they have or do not have a pet. • Ask somebody else in French if they have a pet. • Tell somebody in French the name of their pet.	<u>Irregular Verbs</u> • Learn/revise what a pronoun is in English. • Learn what these look like in French. • Use simple supported listening and reading matching activities to consolidate our new learning and improve our knowledge of pronouns in French. • Learn about the French irregular verb ALLER (‘to go’). • Learn about the French irregular verb AVOIR (to have). • Learn about the French irregular verb ÊTRE (‘to be’). • Learn about the French irregular verb FAIRE (‘to do’). <u>At School</u> • Repeat and recognise the vocabulary for school subjects. • Say what subjects they like and dislike at school. • Say why they like/ dislike certain school subjects. • Tell the time (on the hour) in French. • Say what time they study certain subjects at school.	<u>Me in the World</u> • About the many countries in the Francophone world. • About different festivals (religious and non-religious) around the world. • That we are different and yet all the same. • That we can all help to protect our planet. • How to use “à” (when talking about living IN a city) and • “en/au/aux” (when talking about living IN a country).

	Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but").					
PE	<u>Outdoor - Football</u> <u>Year 5 Skills:</u> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. <u>Year 6 Skills:</u> Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball	<u>Outdoor – Basketball</u> <u>Year 5 Skills:</u> Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. <u>Year 6 Skills:</u> Throw and catch accurately and successfully under pressure in a game.	<u>Indoor – Gymnastics</u> <u>Year 5 Skills</u> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences <u>Year 6 Skills</u> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to	<u>Indoor - Dance</u> <u>Year 5 Skills:</u> Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work. <u>Year 6 Skills:</u> Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence.	<u>Indoor – Inclusive Sports</u> Various skills depending on the choice of sport. <u>Outdoor – Cross Country</u> <u>Year 5 and 6 Skills</u> To build and develop stamina over long and short distances To complete races over given distances To develop breathing techniques and practice controlling breathing	<u>Indoor – Adventurous Activities (Orienteering)</u> <u>Year 5 Skills</u> To start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail. Use clear communication to effectively compete a particular role in a team. Complete orienteering activities as both part of a team and independently. Identify a key on a map and begin to use the information in activities. Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. Communicate clearly and effectively with others Work effectively as part of a team Successfully use a map to complete an orienteering course Begin to use a compass for navigation Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities.

	effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game Perform and apply a variety of skills and techniques confidently, consistently and with precision.	Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence.	make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game Perform and apply a variety of skills and techniques confidently, consistently and with precision.	Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.		Improve a trail to increase the challenge of a course. <u>Year 6 Skills:</u> Orientate themselves with confidence and accuracy around an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail. Use clear communication to effectively compete a particular role in a team. Complete orienteering activities as both part of a team and independently. Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. Communicate clearly and effectively with others under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course Use a compass for navigation Organise an event for others. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing
--	--	---	---	--	--	---

						challenge and improving performance. Listen to feedback and improve an orienteering course from it. <u>Outdoor – Athletics</u> <u>Year 5 Skills</u> Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques.
--	--	--	--	--	--	--

						Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. <u>Year 6 Skills:</u> Recap, practise and refine an effective sprinting technique, including reaction time. Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Perform a heave throw.
--	--	--	--	--	--	---

						Measure and record the distance of their throws. Continue to develop technique to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
PE General Skills	<u>Year 5 Skills</u> Know and understand the reasons for warming up and cooling down. Explain some safety principles when preparing for and during exercise. Consistently perform and apply skills and techniques with accuracy and control. Take part in competitive games with a strong understanding of tactics and composition. Choose and use criteria to evaluate own and others’ performance. Explain why they have used particular skills or techniques, and the effect they have had on their performance. <u>Year 6</u> Understand the importance of warming up and cooling down. Carry out warm-ups and cool-downs safely and effectively. Understand why exercise is good for health, fitness and wellbeing. Know ways they can become healthier. Perform and apply a variety of skills and techniques confidently, consistently and with precision. Take part in competitive games with a strong understanding of tactics and composition. Thoroughly evaluate their own and others’ work, suggesting thoughtful and appropriate improvements.					
Cycle A						
Theme title	Ancient Maya A Lost Treasure? 		Victorians There’s no place like home - How has the Victorian era influenced our community? 		How do we make other creatures feel? 	
Experiential Learning	Mayan Mask exhibition of learning		Wilderspin Museum – Victorian Day		Tony Butler Exotic Animals Raise money for the WWF and adopt an animal.	
Texts	<u>Journey to the River Sea</u>	<u>Instructional texts</u>	<u>Street Child</u>	<u>Son of a Circus -A Victorian Story</u>	<u>The Last Polar Bears – Can we save the tiger? – Watch ‘Our Planet’</u>	<u>When the Mountains Roared - Jess Butterworth</u>

	<u>Rain player (picture book)</u>	<u>Non chronological texts on the rainforest</u>				
Purpose and Genre	Purpose: to entertain Genre: - Character and setting descriptions - Writing in role - letter from Maia back home	Purpose: to inform Genre: - Instructions – how to make a Maya mask - Non – chronological information text on the Amazon rainforest	Purpose: to inform/entertain Genre: - Recount – trip to Wilderspin – day as a Victorian child. Purpose: to persuade Genre: - Balanced argument - would you rather be educated today or in the 19th century?	Purpose: to entertain Genre: - Character and setting descriptions - Narrative – time travel back to Victorian Britain.	Purpose: to inform Genre: - Non Chron about particular endangered species. - Persuasive speech to donate money to WWF. Purpose: to recount/inform/entertain Genre: - Narrative Recount from perspective of an animal in danger. (Allow for independent story creation here) - Discussion Report – Do we still need Zoos? - Biography – Conservationist (Year 6) Letter to David Attenborough (Year 6)	Purpose: to entertain Genre: - News report script and recording project. (Possible option for all) - Narrative Recount from perspective of an animal in danger. (Allow for independent story creation here) Purpose: to inform Genre: - Discussion Report – Do we still need Zoos? (Year 5 complete 4 pieces this term, Year 6 complete 6 in Summer 1)
Reading	- maintain positive attitudes to reading and understanding of what they read by: - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions - recommending books that they have read to their peers, giving reasons for their choices - identifying and discussing themes and conventions in and across a wide range of writing - making comparisons within and across books - learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in <u>English Appendix 1</u>, both to read aloud and to understand the meaning of new words that they meet - understand what they read by: - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context - asking questions to improve their understanding					

	• predicting what might happen from details stated and implied • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously		
Writing	• write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task. • use dictionaries to check the spelling and meaning of words • use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use a thesaurus. • continue to distinguish between homophones and other words which are often confused Pupils should be taught to: plan their writing by: ▪ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ▪ noting and developing initial ideas, drawing on reading and research where necessary ▪ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed draft and write by: ▪ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning ▪ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ▪ précising longer passages ▪ using a wide range of devices to build cohesion within and across paragraphs ▪ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by: ▪ assessing the effectiveness of their own and others' writing ▪ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ▪ ensuring the consistent and correct use of tense throughout a piece of writing ▪ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ▪ proof-read for spelling and punctuation errors		
Spelling will be taught on a two year cycle. Cycle A Y5 spellings	Suffixes -able -ible Prefixes (revised from LKS2) -dis -sub -re -mis -un -il Words ending in 'ant' Words ending in 'ent' Homophones Suffixes (revised from LKS2) -ous -tion -sion	Suffixes -ably -ibly Words using hyphens ff – r. The r is not doubled if the -fer is no longer stressed. -ance -ence Homophones -tious -ital (after a consonant letter, with some exceptions) Silent Letters 't' ie for ee Statutory words	-able/-ably with a prefix -ible/ibly with a suffix Words using hyphens Statutory words -ancy -ency Homophones -cious -cial Silent Letters Ei – I before e except after c Statutory words with silent letters

	Silent letters 'k' -ough words Statutory words – double the consonant after a short vowel sound.					
Active English	- Expanded Noun Phrases to inform - Subordinating conjunctions in varied positions including commas to mark clauses. - Passive Voice to remain formal or detached. - Modal verbs and imperative verbs for urgency - Hyperbole - Subjunctive - Informal style - Rhetorical questions	- Range of tenses to indicate changes in time and sequence - Relative clauses for detail or context, with punctuation - Speech for advancing action, and developing character. - Formal impersonal style - Adverbials for cohesion. - Brackets and dashes and commas for parenthesis.	- Semi colons and Colons to mark and link clauses - Brackets and dashes to explain technical vocabulary - Semi colons and colons to punctuate lists (including bullet points) - Adverbials for certainty and time - Short sentences for emphasis. - Rhetorical and exclamatory sentence. - Semi colons for structured repetition. - Range of conjunctions	- Range of tenses to indicate changes in time and sequence - Relative clauses for detail or context, with punctuation - Speech for advancing action, and developing character. - Adverbials for cohesion. - Brackets and dashes and commas for parenthesis.	- Year 6 No New Learning (Independent Writing) - Passive Voice - Colons and semi colons to mark clauses - Relative clauses to add further detail. - Hyperbole - Subjunctive - Semi colons to structure repetition	- Relative clauses for detail - Range of Tenses - Dialogue for advancing action and developing character - Formal tone - Modal verbs to convey degrees of probability. - Adverbials for cohesion
Maths Year 5	Year 5 Number and place value -read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit -count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 -interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero -round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 -solve number problems and practical problems that involve all of the above -read Roman numerals to 1000 (M) and recognise years written in Roman numerals. Addition and subtraction -add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) -add and subtract numbers mentally with increasingly large numbers -use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy -solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why. -solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		Year 5 Multiplication and division -solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes -solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Fractions (including decimals) add and subtract fractions with the same denominator and denominators that are multiples of the same number -multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams -read and write decimal numbers as fractions [for example, 0.71 = 100 71] -recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents -round decimals with two decimal places to the nearest whole number and to one decimal place -read, write, order and compare numbers with up to three decimal places -solve problems involving number up to three decimal places -recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal -solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25.		Year 5 Number and place value -read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit -count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 - count forwards and backwards with positive and negative whole numbers, including through zero Fractions -read and write decimal numbers as fractions [for example, 0.71 = 100 71] -recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents -round decimals with two decimal places to the nearest whole number and to one decimal place -read, write, order and compare numbers with up to three decimal places Properties of shape -identify 3-D shapes, including cubes and other cuboids, from 2-D representations -know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles -draw given angles, and measure them in degrees (o) -identify: -angles at a point and one whole turn (total 360o) -angles at a point on a straight line and 2/1 a turn (total 180o) -other multiples of 90o	

	Multiplication and division -identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers -know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers -establish whether a number up to 100 is prime and recall prime numbers up to 19 -multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers -multiply and divide numbers mentally drawing upon known facts -divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context -multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 -recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) -solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes -solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign -solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Fractions (including decimals) -identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths -recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number -compare and order fractions whose denominators are all multiples of the same number -add and subtract fractions with the same denominator and denominators that are multiples of the same number -multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams	Measurement -convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) -understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints -use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling. Perimeter, area, volume -measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres -calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes -estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] Statistics -solve comparison, sum and difference problems using information presented in a line graph -complete, read and interpret information in tables, including timetables.	-use the properties of rectangles to deduce related facts and find missing lengths and angles -distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Position and direction -identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Time -solve problems involving converting between units of time Perimeter, area, volume -measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres -calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes -estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] Measurement -convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) -understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints -use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
Maths Year 6	Number and place value -read, write, order and compare numbers up to 10 000 000 and determine the value of each digit -round any whole number to a required degree of accuracy -use negative numbers in context, and calculate intervals across zero	Ratio and proportion -solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts -solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison -solve problems involving similar shapes where the scale factor is known or can be found	Properties of shapes -draw 2-D shapes using given dimensions and angles -recognise, describe and build simple 3-D shapes, including making nets -compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

	-solve number and practical problems that involve all of the above. Addition, subtraction, multiplication and division -multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication -divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context -divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context -perform mental calculations, including with mixed operations and large numbers -identify common factors, common multiples and prime numbers -use their knowledge of the order of operations to carry out calculations involving the four operations -solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why -solve problems involving addition, subtraction, multiplication and division -use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy. Fraction (including decimals and percentages) -use common factors to simplify fractions; use common multiples to express fractions in the same denomination -compare and order fractions, including fractions > 1 -add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions -multiply simple pairs of proper fractions, writing the answer in its simplest form -divide proper fractions by whole numbers Measurement -solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate -use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places -convert between miles and kilometres	-solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. Algebra -use simple formulae -generate and describe linear number sequences -express missing number problems algebraically -find pairs of numbers that satisfy an equation with two unknowns -enumerate possibilities of combinations of two variables. Perimeter, area, volume -recognise that shapes with the same areas can have different perimeters and vice versa -recognise when it is possible to use formulae for area and volume of shapes -calculate the area of parallelograms and triangles -calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]. Fraction (including decimals and percentages) -associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction -identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places -multiply one-digit numbers with up to two decimal places by whole numbers -use written division methods in cases where the answer has up to two decimal places -solve problems which require answers to be rounded to specified degrees of accuracy -recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. Statistics -interpret and construct pie charts and line graphs and use these to solve problems -calculate and interpret the mean as an average.	-illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius -recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. Position and direction -describe positions on the full coordinate grid (all four quadrants) -draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
--	--	---	--

History	<u>Mayans</u> • To know the Mayans were and how they have influenced modern day life? • To know when and why they setttled? • To know how the Mayans expressed themselves? • To know what beliefs and religions the Mayans held – including events and death masks? • To know how they communicated – reading, writing and number system? • To know what daily life was like for the Mayans and how it compare to ours or other cultures?	<u>Victorians – local study</u> • To know who the Victorians were and the period of history this lies in? • To know who were the most influential people of the Victorian era – Queen Victoria, Price Albert, Eddison, Barnardos, Dickens? • To know how the industrial revolution changed the landscape of Britain <u>and or local area?</u> • To know how education has changed since the Victorian era and in what ways it has stayed the same? • To know what life was like for the poor during the Victorian era? Explore working and living conditions / work house etc.	<u>History of Conservation and animal protection from 1850 to Modern Day. Specific learning about the WWF, David Attenborough and Chester Zoo.</u> • To consider why animals have become more endangered, and over what time period. • To know the significant impact on and developments in animal conservation between 1850 and modern day. • To know how humans have impacted animal populations since 1850. • To understand the concept of cause and effect with specific links to human lifestyle and animal populations. • To analyse data linked to human lifestyles and animal populations. • To compare different countries and decide whether any one country is to blame more than another. • To understand how animal welfare is presented in the media, and recognise how different sources can use current affairs for their own motives. To look at animal endangerment on a local, regional, national and international scale, and on longer and shorter timescales, with specific consideration for how they can make a difference.
---------	--	---	---

History Skills Coverage	<u>Year 5 Skills</u> - Know and sequence key events of time studied. - Use relevant terms and period labels - Make comparisons between different times in the past (Comparison with Mayans) - Study different aspects of different people - differences between men and women - Compare accounts of events from different sources – fact or fiction - Begin to identify primary and secondary sources - Select relevant sections of information - Use the library and internet for research with increasing confidence - Recall, select and organise historical information - Communicate their knowledge and understanding. <u>Year 6 Skills</u> - Place current study on time line in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a time line - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Know key dates, characters and events of time studied - Confidently use the library and internet for research - Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Select and organise information to produce structured work, making appropriate use of dates and terms. - Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent account	<u>Year 5 Skills</u> - Know and sequence key events of time studied. - Use relevant terms and period labels - Make comparisons between different times in the past (Victorian schools and today's schools) - Study different aspects of different people - differences between rich and poor - Compare accounts of events from different sources – fact or fiction - Begin to identify primary and secondary sources - Select relevant sections of information - Use the library and internet for research with increasing confidence - Recall, select and organise historical information - Communicate their knowledge and understanding. <u>Year 6 Skills</u> - Place current study on time line in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a time line - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Know key dates, characters and events of time studied - Confidently use the library and internet for research - Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Select and organise information to produce structured work, making appropriate use of dates and terms. - Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent account	<u>Year 5</u> - Make comparisons between different times in the past - Offer some reasons for different versions of events - Know and sequence key events of time studied. - Use relevant terms and period labels - Compare accounts of events from different sources – fact or fiction - Begin to identify primary and secondary sources - Select relevant sections of information - Use the library and internet for research with increasing confidence - Recall, select and organise historical information - Communicate their knowledge and understanding. <u>Year 6 Skills</u> - Place current study on time line in relation to other studies - Use relevant dates and terms - Sequence up to 10 events on a time line - Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings - Know key dates, characters and events of time studied - Confidently use the library and internet for research - Recognise primary and secondary sources - Use a range of sources to find out about an aspect of time past - Select and organise information to produce structured work, making appropriate use of dates and terms. - Link sources and work out how conclusions were arrived at - Consider ways of checking the accuracy of interpretations – fact or fiction and opinion - Be aware that different evidence will lead to different conclusions - Suggest omissions and the means of finding out - Bring knowledge gathered from several sources together in a fluent account
Geography	<u>South America -Amazon Rainforest</u> To know and locate the rainforests around the world and locate on a world map.	<u>Local Study - Grasby</u> - To know what type of settlement Grasby is. - To know and recognise the human and physical geographical features of Grasby and the surrounding area, and how these have changed, and are changing.	<u>Climate Change: Know about the issues associated with industry and climate change</u> - Know what industry is and why it is important - Know what is meant by climate change - Know why climate change is such an urgent issue

	- To know about key features of a rainforest including the 4 layers and what each contain - To know about the resources that the Amazon Rainforest provides for people of the rainforest and world wide – looking at what is traded across the globe. - To know the impact that humans have on the rainforest to include: impact on tribes and way of life; animals and their habitats and on global warming.	(Including functions, housing types, land use, rural, markets, service industry, settlement patterns, - To know how to use maps, observations and field sketches to record learning about their local area. - To know the following information about our local area: - What is the name of this place? - Where is this place and which other places are near it? - Is it a village, town, suburb or part of a city? - What types of buildings can we find and what are they used for? - What different types of land-use can we find? - Are there any green spaces and what are they used for? - Who lives here and what do they do? - How do people use this landscape in different ways? - Are there any local ‘landmarks’? - What types of transport links can we find? - What evidence is there of connections to other places? - What was this place like in the past -focus on Victorians? - How and why is it changing? - How is it similar or different to other localities that are being studied?	- Understand why people get passionate about climate change - Know why climate change has such a big impact on the world’s poorest countries
Geography Skills Covered	<u>Year 5/ 6 skills</u> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. - develop contextual knowledge of the location of globally significant places – both terrestrial and	<u>Year 5 Skills</u> Use 8 compass points; Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Measure straight line distance on a plan. Use medium scale land ranger OS maps. Draw a plan view map with some accuracy. Begin to draw a variety of thematic maps based on their own data. Collect and record evidence unaided Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life Begin to use 4 figure coordinates to locate features on a map.	<u>Year 5</u> Begin to suggest questions for investigating Investigate places with more emphasis on the larger scale; contrasting and distant places. (Worldwide, countries most badly affected by climate change and animals going endangered) Collect and record evidence unaided Analyse evidence and draw conclusions Compare maps with aerial photographs (Impact of climate change over time visible from aerial photographs) Select a map for a specific purpose. Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) Find/recognise places on maps of different scales. Identify significant places and environments

	marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes • interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) • communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) <u>Year 6</u> Use 8 compass points confidently and accurately; Draw a variety of thematic maps based on their own data. Use OS maps. Use/recognise OS map symbols; Follow a short route on an OS map. Describe features shown on OS map. Begin to draw plans of increasing complexity. Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it Use 4 figure co-ordinates confidently to locate features on a map. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Confidently identify significant places and environments	Use index and contents page within atlases. Begin to use primary and secondary sources of evidence in their investigations. <u>Year 6:</u> Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions Use 4 figure co-ordinates confidently to locate features on a map. Confidently identify significant places and environments Confidently use an atlas. Recognise world map as a flattened globe. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Use atlas symbols. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Use a scale to measure distances.
--	---	---	--

Science	<u>Focus Unit: Have we always looked like this?</u> <u>Evolution and Inheritance</u> <u>(Year 6 topic)</u> <u>Possible Key Text:</u> <u>Wonder</u> • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<u>Focus Unit: Why is our heart the most important pump we own?</u> <u>Animals Including Humans – Year 6 objectives</u> <u>Possible Key Text:</u> <u>Pig Heart Boy</u> • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans.	<u>Focus Unit: Have you ever had a lightbulb moment?</u> <u>Electricity (Year 6 topic)</u> • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • use recognised symbols when representing a simple circuit in a diagram.	<u>Focus Unit: How can you light up your life?</u> <u>Light</u> <u>(Year 6 topic)</u> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	<u>Focus Unit: How different will you be when you are as old as your grandparents?</u> <u>Animals, Including Humans</u> <u>Year 5 Objectives</u> <u>Possible Key Text: The Nowhere Emporium</u> • describe the changes as humans develop to old age.	<u>Focus Unit: Do all animals and plants start life as an egg?</u> <u>Living things and their habitats –</u> <u>Year 5 objectives</u> • 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.
---------	---	---	---	--	--	--

--	--	--	--	--	--	--

Key questions/lesson titles	• What do we mean by evolution and inheritance? • Who was Charles Darwin and why is he still a controversial figure? • Could we possibly have evolved from apes, monkeys or other primates? • Why do you not usually look	• Why should having a defective heart be life-threatening to Cameron? • Could Doctor Bryce be the modern William Harvey? • What happens to the oxygen we breath and could we describe our arteries and	• Can you create a circuit that has at least one of these features: switch; buzzer; motor? • How do traffic lights work and can you create an electrical product that needs to be sequenced? • What do you understand about: cells and volts and how it impacts on how electrical products work? • Can you set up your own company and	• How do we know that light travels faster than sound? • How can you set up an experiment to show that light travels in straight lines? • How do your eyes work? • How can you use mirrors to see around blind corners? • Spend a small period of time being blind folded and see how successful you are at	• Choose a baby, themselves, a teenager, a young adult, their parents and their grandparents and create a chart to find out what they can and cannot do? • What can you now do that you couldn't do when you were a baby? • What are the important things we should do to	• David Attenborough or Jane Goodall if you met them? • How can you create a presentation to show the life cycle of a butterfly or a frog? • Do all animals start life as an egg? • How do humans change as they grow? • Can you recreate the life cycle of a butterfly in using music and dance?

	exactly like your mum or dad? - Can you find out how animals who: live in the cold; around the equator; under the ground: and, in trees: are specifically adapted to live and survive there? - Reflection: Carry out individual research about the way humans have adapted over years that requires you to start with a range of questions.	capillaries as the body’s motorway system? What is the difference between the drugs Cameron takes and the drugs we know that could potentially cause our bodies serious damage?	give it an appropriate name, discuss allocation of jobs? - Can you design a board game that makes use of an electric circuit and at least one of the features looked at in LC1? - How would you go about selling your product? - Reflection: Ensure your product is ready to be part of a science fair.	doing everyday things you take for granted? - Can you use water colour painting to create a landscape or still life painting which shows light and shadow? - Can you create a shadow puppet story and present it to others?	keep fit and healthy? - What do we understand by the term ‘puberty’? (non statutory) - Through drawing and painting, can you accurately sketch yourself and your grandparent? - Reflection: How would you wish to be remembered as you make your journey through life?	- How can you create art from the environment? - Reflection: Children to create a poster of a chosen animal or plant showing its life cycle
Science Skills Working Scientifically	<u>In Year 5, children will be introduced to these skills. By the end of Year 6, these skills will be embedded.</u> - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables, where necessary - Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Use test results to make predictions to set up further comparative and fair tests - Report and present 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 - Identify scientific evidence that has been used to support or refute ideas or arguments					
Art	<u>Illustrator Study – Frederick Catherwood Camera Lucida</u> <u>Year 5 Skills:</u> - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas.	<u>Mayan Masks</u> <u>Year 5 Skills:</u> - Describe the different qualities involved in modelling, sculpture and construction. - Use recycled, natural and manmade	<u>William Morris – block design</u> <u>Year 5 Skills</u> - Explain a few printing techniques – poly blocks, relief, mono and resist printing. - Choose the printing method appropriate to the task. - Build up layers/colours and textures - Organise work in terms of pattern,	<u>No discrete art this half term.</u>	<u>Olga Shvartsur – Rainbow animal paintings</u> <u>Richard Symmonds</u> <u>Year 5 Skills</u> - Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. - Work on preliminary studies to test media and materials. - Create imaginative work from a variety of sources. - Use a variety of source material for their work.	

	- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. <u>Year 6 skills</u> - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.	materials to create sculpture. - Plan a model/sculpture through drawing and other preparatory work. <u>Year 6 Skills</u> - Develop skills in using a range of materials. - Apply and mould with increasing precision and accuracy - Embellish and decorate with detail and creativity. - Make decisions and articulate where and why changes have been made.	repetition, symmetry or random printing styles. - Choose inks and overlay colours <u>Year 6 Skills</u> - Described varied techniques - Be familiar with layering prints - Be confident with printing on paper and fabric. - Alter and modify work. - Work relatively independently.		- Work in a sustained and independent way from observation, experience and imagination. - Use a sketchbook to develop ideas. - Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. <u>Year 6 Skills:</u> - Create shades and tints using black and white. - Choose appropriate paint, paper and implements to adapt and extend their work. - Carry out preliminary studies, test media and materials and mix appropriate colours. - Work from a variety of sources, inc. those researched independently. - Show an awareness of how paintings are created (composition). - Demonstrate a wide variety of ways to make different marks with dry and wet media. - Identify artists who have worked in a similar way to their own work. - Develop ideas using different or mixed media, using a sketchbook. - Manipulate and experiment with the elements of art: line, tone, pattern , texture, form, space, colour and shape.
Art Skills Year 5 and 6	<u>In Year 5, children will be introduced to these skills. By the end of Year 6, these skills will be embedded.</u> <u>Exploring and Developing Ideas</u> - Explore the roles of craftspeople and designers working in different times and cultures. - Develop ideas using different or mixed media, using a sketchbook. - 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 process to use in their work. - Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Work on their own and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. <u>Breadth of Study:</u> - Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.				

	• Use ICT. • Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.		
D & T	<u>Mexican foods</u> <u>Year 5/6 skills</u> • Weigh and measure accurately (time, dry ingredients, liquids) • Apply the rules for basic food hygiene and other safe practices e.g. <i>hazards relating to the use of ovens</i> <u>Making a Christmas card</u> Textiles – sewing/embroidery <u>Year 5/6 skills</u> • Thread and cast on and off effectively • Apply a range of sewing stitches: running, cross stitch, threading/weaving. • Design and create • evaluate	<u>Making a Victorian Toy</u> <u>Year 5 Skills</u> • Generate ideas through brainstorming and identify a purpose for their product • 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 • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Cut and join with accuracy to ensure a good-quality finish to the product • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others <u>Year 6:</u> • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests • Record their evaluations using drawings with labels • Evaluate against their original criteria and suggest ways that their product could be improved • Select appropriate tools, materials, components and techniques • Assemble components make working models • Use tools safely and accurately • Construct products using permanent joining techniques • Make modifications as they go along • Pin, sew and stitch materials together create a product • Achieve a quality product	<u>3D animal sculpture – Recycled materials, class installation project inspired by artists and sculptors of the last 50 years – Sending a message with our artwork.</u> <u>Year 5 skills</u> • Generate ideas through brainstorming and identify a purpose for their product • 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 • Select appropriate materials, tools and techniques • Measure and mark out accurately • Use skills in using different tools and equipment safely and accurately • Evaluate a product against the original design specification • Evaluate it personally and seek evaluation from others <u>Year 6 Skills</u> • Communicate their ideas through detailed labelled drawings • Develop a design specification • Explore, develop and communicate aspects of their design proposals by modelling their ideas in a variety of ways • Plan the order of their work, choosing appropriate materials, tools and techniques • Select appropriate tools, materials, components and techniques • Assemble components make working models • Use tools safely and accurately • Construct products using permanent joining techniques

			- Make modifications as they go along - Pin, sew and stitch materials together create a product Achieve a quality product
	<u>Mayan Tribal Music/ Samba</u> In this unit, pupils receive Samba lessons from Lincolnshire Music Service. They will also learn a song about the Mayans. <u>Year 5 skills:</u> Improvise - Improvise freely over a <i>drone</i>, developing sense of shape and character, using <i>tuned percussion</i> and melodic instruments. - Improvise over a simple <i>groove</i>, responding to the <i>beat</i>, creating a satisfying melodic shape; experiment with using a wider range of <i>dynamics</i>, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>). Continue this process in the composition tasks below. Composing - Capture and record creative ideas using any of: - o graphic symbols - o rhythm notation and <i>time signatures</i> - o <i>staff notation</i> - o technology. Instrumental Performance - Play melodies on <i>tuned percussion</i>, melodic instruments or keyboards, following <i>staff notation</i> written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. - Understand how <i>triads</i> are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. <i>Yellow Submarine</i> by The Beatles). - Perform a range of repertoire pieces and <i>arrangements</i> combining acoustic instruments to form mixed ensembles, including a school orchestra. - Develop the skill of <i>playing by ear</i> on tuned instruments, copying longer phrases and familiar melodies. Reading Notation - Further understand the differences between <i>semibreves</i>, <i>minims</i>, <i>crotchets</i> and <i>crotchet rests</i>, <i>paired quavers</i> and <i>semiquavers</i>. - Understand the differences between 2/4, 3/4 and 4/4 time signatures.	<u>Our Community – Year 5 lesson bank, music Express</u> In this unit, children are given opportunities to compose and perform music inspired by their local community, past and present. <u>Year 5 Skills:</u> Compose - Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. - Working in pairs, compose a short <i>ternary</i> piece. - Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, <i>La Mer</i> by Debussy and <i>The River Flows In You</i> by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. - Capture and record creative ideas using any of: - o graphic symbols - o rhythm notation and <i>time signatures</i> - o <i>staff notation</i> - o technology. Instrumental Performance - Play melodies on <i>tuned percussion</i>, melodic instruments or keyboards, following <i>staff notation</i> written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. - Understand how <i>triads</i> are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. <i>Yellow Submarine</i> by The Beatles). - Perform a range of repertoire pieces and <i>arrangements</i> combining acoustic instruments to form mixed ensembles, including a school orchestra. - Develop the skill of <i>playing by ear</i> on tuned instruments, copying longer phrases and familiar melodies. <u>Year 6 Skills:</u> Compose - Plan and compose an 8- or 16-beat melodic phrase using the <i>pentatonic</i> scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. - Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. - Either of these melodies can be enhanced with rhythmic or chordal accompaniment.	<u>Mayan Tribal Music/ Samba</u> In this unit, pupils receive Samba lessons from Lincolnshire Music Service. They will also learn a song about the Mayans. <u>Year 5 skills:</u> Improvise - Improvise freely over a <i>drone</i>, developing sense of shape and character, using <i>tuned percussion</i> and melodic instruments. - Improvise over a simple <i>groove</i>, responding to the <i>beat</i>, creating a satisfying melodic shape; experiment with using a wider range of <i>dynamics</i>, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>). Continue this process in the composition tasks below. Composing - Capture and record creative ideas using any of: - o graphic symbols - o rhythm notation and <i>time signatures</i> - o <i>staff notation</i> - o technology. Instrumental Performance - Play melodies on <i>tuned percussion</i>, melodic instruments or keyboards, following <i>staff notation</i> written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. - Understand how <i>triads</i> are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. <i>Yellow Submarine</i> by The Beatles). - Perform a range of repertoire pieces and <i>arrangements</i> combining acoustic instruments to form mixed ensembles, including a school orchestra. - Develop the skill of <i>playing by ear</i> on tuned instruments, copying longer phrases and familiar melodies. Reading Notation - Further understand the differences between <i>semibreves</i>, <i>minims</i>, <i>crotchets</i> and <i>crotchet rests</i>, <i>paired quavers</i> and <i>semiquavers</i>. - Understand the differences between 2/4, 3/4 and 4/4 time signatures. - Read and perform pitch notation within an octave (e.g. C–C'/do–do). - Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

• Read and perform pitch notation within an octave (e.g. C–C’/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. <u>Year 6 Skills:</u> Improvise Extend improvisation skills through working in small groups to: • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed <i>groove</i>, creating a satisfying melodic shape. Instrumental Performance • Play a melody following <i>staff notation</i> written on one stave and using notes within an <i>octave range (do–do)</i>; make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet (). • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, <i>tuned percussion</i> or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. Reading Notation • Further understand the differences between <i>semibreves</i>, <i>minims</i>, <i>crotchets</i>, <i>quavers</i> and <i>semiquavers</i>, and their equivalent <i>rests</i>. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations.	• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Instrumental Performance • Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet (). • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. <u>Journeys – Year 6 lesson bank, Music Express</u> This unit focuses on songs that can be sung in different combinations. The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song-cycle performance. <u>Year 5 Skills:</u> Singing: • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. • Sing three-part rounds, partner songs, and songs with a verse and a chorus. • Perform a range of songs in school assemblies and in school performance opportunities. <u>Year 6 Skills:</u> Singing: Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and four-part rounds (e.g. <i>Calypso</i> by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	<u>Year 6 Skills:</u> Improvise Extend improvisation skills through working in small groups to: • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed <i>groove</i>, creating a satisfying melodic shape. Instrumental Performance • Play a melody following <i>staff notation</i> written on one stave and using notes within an <i>octave range (do–do)</i>; make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet (). • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, <i>tuned percussion</i> or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. Reading Notation • Further understand the differences between <i>semibreves</i>, <i>minims</i>, <i>crotchets</i>, <i>quavers</i> and <i>semiquavers</i>, and their equivalent <i>rests</i>. • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations.
---	---	---

Computing	Computing Systems and Networks-Systems and Searching (Year 5) -I can describe that a computer system features inputs, processes, and outputs - I can explain that computer systems communicate with other devices - I can explain that systems are built using a number of parts -I can explain the benefits of a given computer system - I can identify tasks that are managed by computer systems - I can identify the human elements of a computer system -I can compare results from different search engines - I can make use of a web search to find specific information - I can refine my web search -I can explain why we need tools to find things online - I can recognise the role of web crawlers in creating an index - I can relate a search term to the search engine's index -I can explain that a search engine follows rules to rank results - I can give examples of criteria used by search engines to rank results - I can order a list by rank -I can describe some of the ways that search results can be influenced - I can explain how search engines make money - I can recognise some of the limitations of search engines	Video Production (Year 5) -I can compare features in different videos - I can explain that video is a visual media format - I can identify features of videos -I can experiment with different camera angles - I can identify and find features on a digital video recording device - I can make use of a microphone -I can capture video using a range of filming techniques - I can review how effective my video is - I can suggest filming techniques for a given purpose -I can create and save video content - I can decide which filming techniques I will use - I can outline the scenes of my video -I can explain how to improve a video by reshooting and editing - I can select the correct tools to make edits to my video - I can store, retrieve, and export my recording to a computer -I can evaluate my video and share my opinions - I can make edits to my video and improve the final outcome - I can recognise that my choices when making a video will impact on the quality of the final outcome	Web Page Creation (Year 6) -I can discuss the different types of media used on websites - I can explore a website - I know that websites are written in HTML -I can draw a web page layout that suits my purpose - I can recognise the common features of a web page - I can suggest media to include on my page -I can describe what is meant by the term 'fair use' - I can find copyright-free images - I can say why I should use copyright-free images -I can add content to my own web page - I can evaluate what my web page looks like on different devices and suggest/make edits - I can preview what my web page looks like -I can describe why navigation paths are useful - I can explain what a navigation path is - I can make multiple web pages and link them using hyperlinks -I can create hyperlinks to link to other people's work - I can evaluate the user experience of a website - I can explain the implication of linking to content owned by others	Spreadsheets (Year 6) -I can collect data - I can enter data into a spreadsheet - I can suggest how to structure my data -I can apply an appropriate format to a cell - I can choose an appropriate format for a cell - I can explain what an item of data is -I can construct a formula in a spreadsheet - I can explain which data types can be used in calculations - I can identify that changing inputs changes outputs -I can apply a formula to multiple cells by duplicating it - I can calculate data using different operations - I can create a formula which includes a range of cells -I can apply a formula to calculate the data I need to answer questions - I can explain why data should be organised - I can use a spreadsheet to answer questions -I can produce a chart - I can suggest when to use a table or chart - I can use a chart to show the answer to questions	Variables in Games (Year 6) -I can explain that the way a variable changes can be defined - I can identify examples of information that is variable - I can identify that variables can hold numbers or letters -I can explain that a variable has a name and a value - I can identify a program variable as a placeholder in memory for a single value - I can recognise that the value of a variable can be changed -I can decide where in a program to change a variable - I can make use of an event in a program to set a variable - I can recognise that the value of a variable can be used by a program -I can choose the artwork for my project - I can create algorithms for my project - I can explain my design choices -I can choose a name that identifies the role of a variable - I can create the artwork for my project - I can test the code that I have written -I can identify ways that my game could be improved - I can share my game with others - I can use variables to extend my game	Sensing movement (Year 6)- -I can apply my knowledge of programming to a new environment - I can test my program on an emulator - I can transfer my program to a controllable device -I can determine the flow of a program using selection - I can identify examples of conditions in the real world - I can use a variable in an if, then, else statement to select the flow of a program -I can experiment with different physical inputs - I can explain that checking a variable doesn't change its value - I can use a condition to change a variable -I can explain the importance of the order of conditions in else, if statements - I can modify a program to achieve a different outcome - I can use an operand (e.g. <=>) in an if, then statement -I can decide what variables to include in a project - I can design the algorithm for my project - I can design the program flow for my project -I can create a program based on my design - I can test my program against my design - I can use a range of approaches to find and fix bugs
-----------	---	---	--	--	--	---

PSHE Cycle A Y6	SCARF Autumn 1 Me and My Relationships -Let’s negotiate -Solve the friendship problem - Assertiveness skills -Being assertive -Our emotional needs -Dan’s day -Don’t force me -Communication	SCARF Autumn 2 Valuing Differences -Kind conversations - Happy being me - Respecting differences - The land of the Red People -Is it true? - Advertising friendships	SCARF Spring 1 Keeping Myself Safe -Spot bullying - To share or not to share? - Rat pack -Decision dilemmas -Drugs: it’s the law! -Alcohol: what is normal? -Smoking: what is normal? -Would you risk it? SCARF	SCARF Spring 2 Rights and Responsibilities Two sides to every story - Fakebook friends -Spending wisely -Lend us a fiver! -Local councils -Action stations - Democracy in Britain (1 and 2)	SCARF Summer 1 Being my Best -Different skills -My school community (2) -What’s the risk? (1 and 2) -Basic first aid, including Sepsis Awareness -Basic first aid including Sepsis Awareness SCARF Summer 2 Growing and Changing SRE Unit TBC	
PSHE skills	<u>Year 5:</u> They can identify ways to face new challenges. They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can identify some factors that affect emotional health and well-being. They can identify and explain how to manage the risks in different familiar situations. <u>Year 6:</u> They can identify positive ways to face new challenges (for example the transition to secondary school). They can discuss some of the bodily and emotional changes at puberty, and can demonstrate some ways of dealing with these in a positive way. They can talk about a range of jobs, and explain how they will develop skills to work in the future. They can demonstrate how to look after and save money. They can make judgements and decisions and can list some ways of resisting negative peer pressure around issues affecting their health and wellbeing. They can list the commonly available substances and drugs that are legal and illegal, and can describe some of the effects and risks of these.					
RE	<u>LAS Additional</u> <u>Expressing Beliefs through the Arts</u> <u>(including Christianity)</u> <i>[Reasons why some people may not use pictorial representation to express belief, e.g. Muslims; Spirited Arts competition run by NATRE]</i> Children will consider: - How do religious and non religious people understand the value of creativity? - How religious and non religious people understand the connection between	<u>LAS Compulsory</u> <u>Being Human – Hinduism/Islam</u> <i>[Hinduism: 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?</i> <i>Islam: 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?</i> <i>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals]</i> Children will consider: What does the Qur'an teach Muslims about how they should treat others?		<u>Salvation</u> <u>UC 2b.7 (core)</u> <u>What difference does the resurrection make for Christians?</u> <i>[How do Christians behave/act because of their beliefs about Jesus and the resurrection?]</i> Children will know that: Christians read the ‘big story’ of the Bible as	<u>Incarnation</u> <u>UC 2b.4 (core)</u> <u>Was Jesus the Messiah?</u> <i>[Was Jesus who he said he was? Did the resurrection happen? Does it matter if it didn’t?]</i> Children will know that: - Jesus was Jewish - Christians believe Jesus is God in the flesh. - They belief that his birth, life, death and	

	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 competitions run by NATRE Children will understand: • The importance of creativity as a way to express meaning, emotion, knowledge, etc. • Creativity as connected with what it means to be human; one of the key ways in which humans are different from other animals • The different ways in which human beings communicate meaning (e.g. language, art, music, drama, dance, computer code, mathematical equations, scientific formulae, etc.); the fact that different forms of expression are more suited to particular contexts • The challenges of communication: the same word/symbol can mean different things to different people (e.g. ‘field’ means one thing to a cricketer, another to a farmer and another to a scientist investigating magnetics; the Statue of Liberty symbolises one thing to Americans and another to people living in Iraq) • The difficulties of communicating about ideas like God, hope, justice, truth, love, etc., using words • The other ways in which people try to express their understanding of these ideas: the value of creation expression as a key element of what it means to be human and to try to communicate meaning • Beliefs about creation and creativity in different religions (e.g. Christianity, Islam, Hinduism, Judaism)	• 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 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? Children will learn about: • Recap of key beliefs (see KS2 Compulsory Unit: God - Hinduism): Brahman, the Trimurti, samsara, atman, karma, moksha, dharma • The key importance of dharma (duty) and the way in which it relates to beliefs about samsara, the atman and moksha; duty to self, Brahman (and the deities as expressions of what Brahman is like), fellow human beings, other living beings (things with an atman), society • Ways in which a Hindu may try and fulfil their dharma (duty): carrying out good actions (karma) and avoiding bad actions (karma) • Ahimsa – the principle of non-violence; the way in which this relates to beliefs about ahimsa, samsara, moksha and karma; vegetarianism in Hinduism • The role of yoga, meditation and renunciation in helping Hindus focus on Brahman and their dharma; sadhus and sadhvi (men and women who have renounced worldly life) • Satsang (togetherness) – the importance of the family, the community and society in thinking about one’s dharma (duty) • Examples of Hindus and the way they lived their lives, e.g. Mahatma Gandhi (guided by the principle of ahimsa), A. C. Bhaktivedanta Swami Prabhupada and his connection with the Hare Krishna movement (a form of Hinduism focused on Krishna, one of the avatars of Vishnu) and Bhaktivedanta Manor in Hertfordshire; Dev Patel, a British actor, and his involvement in depictions of India and Hinduism, e.g.	pointing out the need for God to save people. This salvation includes the ongoing restoration of humans’ relationship with God. • The Gospels give accounts of Jesus’ death and resurrection. • The New Testament says that Jesus’ death was somehow ‘for us’ • Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil: paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. • Christian’s remember Jesus’ sacrifice through the service of Holy Communion (also called the Lord’s Supper, the	resurrection were part of a longer plan by God to resort the relationship between humans and God. • The Old Testament talks about a rescuer or anointed one – a messiah. Some texts talk about what this Messiah would be like. • Christian’s believe that Jesus fulfilled these expectations and that he is the messiah (Jewish people do not believe that Jesus is the Messiah) • Christian’s see Jesus as their saviour (see salvation)
--	--	---	---	---

	• Reasons why some religious people will depict God/key religious figures visually and others will not (e.g. Christianity: it is acceptable to draw pictures of God because the material world is precious to God because he created it and artists use the material world to explore their ideas about the Creator, it is also acceptable because God become human in the person of Jesus Christ and it is acceptable to visually depict humans; Islam and Judaism: drawing pictures of God or key religious figures is prohibited because people might be tempted to worship the pictures instead of God) • Examples of religious art and art exploring religious themes (see, for example, the Methodist Modern Art Collection, resources on the National Gallery website, information on calligraphy in Islamic traditions, the use of music in a range of religious traditions, e.g. the Jewish cantor, Christian gospel choirs, the Muslim adhaan [call to prayer], dramatic retellings of religious stories, e.g. the Oberammergau Passion Play, mystery plays in York and Lincoln, the role of dance in Hinduism, etc.) • Produce work as part of the NATRE Spirited Arts competition	Slumdog Millionaire; Meera Syal, a British comedian, and her depictions of Hindu family life and culture through her comedy and TV shows, e.g. The Kumars at No.42 and Goodness Gracious Me • Recap of key beliefs (see KS2 Compulsory Unit: God - Islam): God, tawhid, everything created in harmony (muslim), humans as ‘abd and khalifa to help keep everything in harmony; the straight path (shariah) they follow to help them do this; the guidance God provides to help them follow the straight path – the natural world, the Qur’an and the prophets • Recap of the Five Pillars (see KS2 Compulsory Unit: Community - Islam) with an emphasis on linking the practices with the beliefs that underpin them • The role of human beings in maintaining a harmonious (muslim) world • The importance of the straight path (shariah) in helping to keep the world in harmony (muslim), as God intends it to be • Family life and the way in which this contributes to following the straight path (shariah): family life as created by God to help provide a harmonious society; the importance of following the example of the Prophet Muhammad, who was married and had children; prayer at home, family involvement in key obligations, such as fasting and pilgrimage; the different, but complementary, roles of men and women (e.g. Qur’an 49.13); the respect children should show to their parents (e.g. Qur’an 17.23-24) • The Hadith – collections of the teachings and lived example (sunnah) of the Prophet Muhammad; different Muslims accept different collections of Hadith to be more or less authoritative; provides additional guidance on how to follow the straight path (shariah), i.e. how to live islamically; examples of Hadith, e.g. “None of you truly believes until he loves for his brother what he loves for himself” (Hadith Nawawi 13) • The work of Muslim charities, such as Islamic Relief, the Red Crescent and Muslim Hands UK; the way in which their work connects with Muslims beliefs about God, the world and human beings • Examples of contemporary Muslims and the ways in which their beliefs impact on their lives, e.g. Mo	Eucharist of the Mass). • Belief in Jesus’ resurrection confirms to Christians that Jesus is the incarnate Son of God but also that death is not the end. • This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven) • Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.	
--	---	---	---	--

		Farah, Mohamed Salah, Nadiya Hussain, Mohammed Ali (‘Aerosol Arabic’; Muslim street artist), Sadiq Khan (Mayor of London), Sayeeda Hussain (Baroness Warsi , member of the House of Lords)		
RE Skills	<u>In Year 5 these skills will be introduced, and in Year 6 they will be embedded.</u> <u>Believing</u> Be able to name at least three sources of authority (e.g. text, religious leader, tradition, etc.) for a group of believers and identify the beliefs/concepts they make reference to. Be able to explain connections between beliefs/concepts within a single belief tradition with reference to authoritative texts/stories. Be able to identify how similar concepts, e.g. creation, are presented across different belief traditions with reference to authoritative texts/stories <u>Living</u> Explain the reasons why some belief traditions are not comfortable with the term ‘religion’ and be able to identify what makes a non-religious worldview different from a religion. Be able to explain the impact that society/culture/geography can have on religious practices, e.g. by comparing the way in which a religious practice from one belief tradition varies in different areas of the world. Be able to show understanding that an individual is affected by a range of beliefs, both religious and non-religious (e.g. that God made the world and that it is important to promote fundamental British values). Be able to identify a diverse range of ways in which community impacts on a believer’s experience of a belief tradition (e.g. through festivals, rites of passage, communal worship, etc.). Be able to identify some of the ways in which the wider local/national community impacts on a believer’s experience of a belief tradition (e.g. keeping the fast during Ramadan whilst sitting exams in school). <u>Thinking</u> Be able to analyse different ways in which people think about the world and make connections between this and their beliefs. Be able to explain the distinctions between ‘belief’, ‘faith’, ‘opinion’, ‘truth’ and ‘knowledge’. Begin to analyse the strengths/weaknesses of different types of evidence provided to support beliefs about the world, including personal beliefs.			
French	<u>Phonics 3</u> É E È EAU EUX Sounds <u>Phonics 4</u> QU GNE Ç EN AN Sounds <u>Regular Verbs</u> - Recognise and understand what a pronoun is in both English and French and - be able to say what the key personal pronouns are in French. - Understand what a verb is in both English and French and how to then create - a stem and work out the endings for regular –ER, -IR and -RE verbs. - Conjugate in French a regular –ER verb. - Conjugate in French a regular –IR verb. - Conjugate in French a regular –RE verb. <u>Date</u> - Remember, recall and spell the seven days of the week. - Remember, recall and spell the twelve months of the year. - Remember, recall and spell numbers 1-31. - Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date.	<u>Irregular Verbs Lessons 1 – 3</u> - Learn/revise what a pronoun is in English. - Learn what these look like in French. - Use simple supported listening and reading matching activities to consolidate our new learning and improve our knowledge of pronouns in French. - Learn about the French irregular verb ALLER (‘to go’). - Learn about the French irregular verb AVOIR (to have). <u>Clothes</u> - Repeat and recognise the vocabulary for a variety of clothes in French. - Use the appropriate genders and articles for these clothes. - Use the verb PORTER in French with increasing confidence. - Say what they wear in different weather/situations. - Describe clothes in terms of their colour and apply adjectival agreement. - Use the possessives with increased accuracy.	<u>Irregular Verbs Lessons 4 – 6</u> - Learn about the French irregular verb ÊTRE (‘to be’). - Learn about the French irregular verb FAIRE (‘to do’). <u>At the Weekend</u> - Ask what the time is in French. - Tell the time accurately in French. - Learn how to say what they do at the weekend in French. - Learn to integrate connectives into their work. Present an account of what they do and at what time at the weekend.	

	Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is.		
French Skills	<u>Year 5:</u> <u>Listening</u> Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. <u>Speaking</u> Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. <u>Reading</u> Understand longer passages in the foreign language and start to decode meaning of unknown words using cognates and context. Increase our knowledge of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. <u>Writing</u> Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name. <u>Grammar</u> Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...', 'he/she wears...' and also be able to describe clothes in terms of colour EG: 'My blue coat'. <u>Year 6:</u> <u>Listening</u> Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered. <u>Speaking</u> Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate. <u>Reading</u> Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries. <u>Writing</u> Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day including subjects, time and opinions		

PE	<u>Outdoor – Hockey</u> <u>Year 5 Skills:</u> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. <u>Year 6 Skills:</u> Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space.	<u>Outdoor – Netball</u> <u>Year 5 Skills:</u> Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. <u>Year 6 Skills:</u> Throw and catch accurately and successfully under pressure in a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range	<u>Indoor – Gymnastics</u> <u>Year 5 Skills</u> Select and combine their skills, techniques and ideas. Apply combined skills accurately and appropriately, consistently showing precision, control and fluency. Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances. Links skills with control, technique, co-ordination and fluency. Understands composition by performing more complex sequences <u>Year 6 Skills</u> Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions. Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction. Adapts sequences to include a partner or a small group. Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.	<u>Indoor - Circuit Training</u> <u>In Year 5, children will be introduced to these skills. By the end of Year 6, these skills will be embedded.</u> To use knowledge of the relationship between the body and exercise to improve various fitness components * To know how the body reacts to different types of exercise * To know how to push themselves physically * To know how to improve fitness and develop an understanding of Muscle Hypertrophy, Antagonistic Muscle Pairs, Strengths & Weaknesses of different types of training, Borg RPE <u>Indoor - Dance</u> <u>Year 5 Skills:</u> Beginning to exaggerate dance movements and motifs (using expression when moving) Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Uses the space provided to his maximum potential. Improvises with confidence, still demonstrating fluency across their sequence. Modifies parts of a sequence as a result of self and peer evaluation.	<u>Outdoor - Football</u> <u>Year 5 Skills:</u> Use a variety of ways to dribble in a game with success. Use ball skills in various ways, and begin to link together. Pass a ball with speed and accuracy using appropriate techniques in a game situation. Keep and win back possession of the ball effectively in a team game. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. Shoot in a game. Use fielding skills as a team to prevent the opposition from scoring. Know when to pass and when to dribble in a game. Devise and adapt rules to create their own game. <u>Year 6 Skills:</u> Show confidence in using ball skills in various ways in a game situation, and link these together effectively. Choose and make the best pass in a game situation and link a range of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending.	<u>Indoor – Adventurous Activities (Orienteering)</u> <u>Year 5 Skills</u> To start to orientate themselves with increasing confidence and accuracy around an orienteering course. Design an orienteering course that can be followed and offers some challenge to others. Begin to use navigation equipment to orientate around a trail. Use clear communication to effectively compete a particular role in a team. Complete orienteering activities as both part of a team and independently. Identify a key on a map and begin to use the information in activities. Choose the best equipment for an outdoor activity. Create an outdoor activity that challenges others. Create a simple plan of an activity for others to follow. Identify the quickest route to accurately navigate an orienteering course. Communicate clearly and effectively with others Work effectively as part of a team Successfully use a map to complete an orienteering course Begin to use a compass for navigation Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities. Improve a trail to increase the challenge of a course. <u>Year 6 Skills:</u> Orientate themselves with confidence and accuracy around
----	---	--	---	---	---	---

	Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game Perform and apply a variety of skills and techniques confidently, consistently and with precision. <u>Outdoor – Cross Country</u> <u>In Year 5, children will be introduced to these skills. By the end of Year 6, these skills will be embedded.</u> To build and develop stamina over long and short distances To complete races over given distances To develop breathing techniques and practice controlling breathing	of skills together with fluency, e.g. passing and receiving the ball on the move. Keep and win back possession of the ball effectively and in a variety of ways in a team game. Demonstrate a good awareness of space. Think ahead and create a plan of attack or defence. Apply knowledge of skills for attacking and defending. Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game Perform and apply a variety of skills and techniques confidently, consistently and with precision. <u>Outdoor – Cross Country</u> <u>In Year 5, children will be introduced to these skills. By the end of Year 6, these skills will be embedded.</u> To build and develop stamina over long and short distances To complete races over given distances To develop breathing techniques and practice controlling breathing	Draw on what they know about strategy, tactics and composition when performing and evaluating. Analyse and comment on skills and techniques and how these are applied in their own and others' work. Uses more complex gym vocabulary to describe how to improve and refine performances. Develops strength, technique and flexibility throughout performances	Uses more complex dance vocabulary to compare and improve work. <u>Year 6 Skills:</u> Exaggerate dance movements and motifs (using expression when moving) Performs with confidence, using a range of movement patterns. Demonstrates a strong imagination when creating own dance sequences and motifs. Demonstrates strong movements throughout a dance sequence. Combines flexibility, techniques and movements to create a fluent sequence. Moves appropriately and with the required style in relation to the stimulus. <i>e.g using various levels, ways of travelling and motifs.</i> Beginning to show a change of pace and timing in their movements. Is able to move to the beat accurately in dance sequences. Improvises with confidence, still demonstrating fluency across their sequence. Dances with fluency, linking all movements and ensuring they flow. Demonstrates consistent precision when performing dance sequences. Modifies parts of a sequence as a result of self and peer evaluation. Uses more complex dance vocabulary to compare and improve work.	Work as a team to develop fielding strategies to prevent the opposition from scoring. Follow and create complicated rules to play a game successfully. Communicate plans to others during a game. Lead others during a game Perform and apply a variety of skills and techniques confidently, consistently and with precision. <u>Outdoor– Tennis</u> <u>Year 5 Skills</u> Use different techniques to hit a ball. Identify and apply techniques for hitting a tennis ball. Explore when different shots are best used. Develop a backhand technique and use it in a game. Practise techniques for all strokes. Play a tennis game using an overhead serve. Demonstrate an increasing awareness of space. Choose the best tactics for attacking and defending. <u>Year 6 Skills</u> Use good hand-eye coordination to be able to direct a ball when striking or hitting. Understand how to serve in order to start a game. Show confidence in using ball skills in various ways in a game situation, and link these together effectively.	an orienteering course when under pressure. Design an orienteering course that is clear to follow and offers challenge to others. Use navigation equipment (maps, compasses) to improve the trail. Use clear communication to effectively compete a particular role in a team. Complete orienteering activities as both part of a team and independently. Use a range of map styles and make an informed decision on the most effective. Choose the best equipment for an outdoor activity. Prepare an orienteering course for others to follow. Identify the quickest route to accurately navigate an orienteering course. Manage an orienteering event for others to compete in. Communicate clearly and effectively with others under pressure. Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course Use a compass for navigation Organise an event for others. Complete an orienteering course on multiple occasions, in a quicker time due to improved technique. Offer a detailed and effective evaluation of both personal performances and activities with an aim of increasing challenge and improving performance. Listen to feedback and improve an orienteering course from it. <u>Outdoor – Athletics</u> <u>Year 5 Skills</u>
--	---	---	--	---	---	--

						Accelerate from a variety of starting positions and select their preferred position. Identify their reaction times when performing a sprint start. Continue to practise and refine their technique for sprinting, focusing on an effective sprint start. Select the most suitable pace for the distance and their fitness level in order to maintain a sustained run. Identify and demonstrate stamina, explaining its importance for runners Improve techniques for jumping for distance. Perform an effective standing long jump. Perform the standing triple jump with increased confidence. Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight. Land safely and with control. Measure the distance and height jumped with accuracy. Investigate different jumping techniques. Perform a fling throw. Throw a variety of implements using a range of throwing techniques. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance. <u>Year 6 Skills:</u> Recap, practise and refine an effective sprinting technique, including reaction time.
--	--	--	--	--	--	---

						Build up speed quickly for a sprint finish. Run over hurdles with fluency, focusing on the lead leg technique and a consistent stride pattern. Accelerate to pass other competitors. Work as a team to competitively perform a relay. Confidently and independently select the most appropriate pace for different distances and different parts of the run. Demonstrate endurance and stamina over longer distances in order to maintain a sustained run. Develop the technique for the standing vertical jump. Maintain control at each of the different stages of the triple jump. Land safely and with control. Develop and improve their techniques for jumping for height and distance and support others in improving their performance. Perform and apply different types of jumps in other contexts. Set up and lead jumping activities including measuring the jumps with confidence and accuracy. Perform a heave throw. Measure and record the distance of their throws. Continue to develop techniques to throw for increased distance and support others in improving their personal best. Develop and refine techniques to throw for accuracy.
--	--	--	--	--	--	---

PE General Skills

In year 5, these skills will be introduced, in year 6 these will be embedded.

Watches and describes performances accurately.

Learn from others how they can improve their skills.

Comment on tactics and techniques to help improve performances.

Make suggestions on how to improve their work, commenting on similarities and differences.