

**Keresforth Primary School**

**Year 5**

|                | <b>Autumn Term</b>                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Spring Term</b>                        |                                   | <b>Summer Term</b>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                  |
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|                | <b>1</b><br><br><b>First 2 weeks –class<br/>name<br/>Uganda</b> | <b>2</b><br><br><b>The Romans</b>                                                                                                                                                                                                                                                                                                                                                                                                   | <b>3</b><br><br><b>Our changing world</b> | <b>4</b><br><br><b>Map Skills</b> | <b>5</b><br><br><b>Victorians</b>                                                                                                                                                                                                                                                                                                                                                                                                    | <b>6</b><br><br><b>Mayans</b>                                                                                                                                                                                                                                                                                                                                                    |
| <b>History</b> |                                                                 | <ul style="list-style-type: none"> <li>• Understand the Roman Empire and its impact on Britain.</li> <li>• Understand who the Romans were and why they came to Britain</li> <li>• Learn about Roman life.</li> <li>• Research who Boudicca and Caractacus were and why do we remember them</li> <li>• Learn about Roman inventions and their relevance to us today.</li> <li>• Learn about Roman mythology and study the</li> </ul> |                                           |                                   | <ul style="list-style-type: none"> <li>• To identify Queen Victoria and place the Victorian period in relation to other periods</li> <li>• To compare Victorian Britain to modern Britain including comparisons of attitudes of people in these era e.g. employment, population, how they lived, How they dressed</li> <li>• To identify transport in Victorian Britain and compare it to modern Britain e.g. timeline of</li> </ul> | <ul style="list-style-type: none"> <li>• Who were the Mayans and where did they live?</li> <li>• Where did they live?</li> <li>• Learn about key dates and events.</li> <li>• What have the Mayans left for us?</li> <li>• Look at Mayan and find out about their beliefs.</li> <li>• Why are the Mayans no longer around?</li> </ul> <p><b>Maths-<br/>Time-</b> calendars –</p> |

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|  |  | <p>gods/goddesses and stories.</p> <p><b>Maths-</b><br/>Roman numerals and calculating with these, solving problems where Roman Numerals are involved</p> <p><b>Time-</b> time lines, Roman Calendar, Roman conquering Italy and Europe and North Africa – planning a journey</p> <p><b>Data handling-</b> Venn diagrams/Carroll diagrams – comparing Roman times to present day (toys, clothes, people, inventions)</p> <p><b>Money-</b>buying a Roman meal – how long does it need to be cooked for (algebra problems), selling goods/crops/cattle at trade market, wages for Roman Soldiers, cost of a Roman Soldier uniform</p> |  |  | <p>transport (bikes, trains, underground horses, cars)</p> <ul style="list-style-type: none"> <li>• To describe the attitudes of different people to building railways and how this affected people living in these areas (possible link to Railway Children story)</li> <li>• To identify inventions of Victorian Britain and what impact these had</li> <li>• To identify the industrial revolution and what impact this had on Britain</li> <li>• To identify what life was like as a child in early Victorian times and compare to late Victorian</li> </ul> | <p>comparing Mayan calendar and today's calendar, time lines and placing events in date order</p> <p><b>Shape-</b><br/>Patterns/sequences</p> <p><b>Co-ordinates-</b> using co-ordinates on maps, creating keys for maps</p> <p><b>Directions-</b> understanding the eight compass points</p> <p><b>Counting/Calculating-</b>Using the 'Mayan glyphs' for counting in and calculating with, how they paid taxes</p> <p><b>Area and perimeter</b> – of kings castles/building forts</p> <p><b>Measures-</b><br/>Ingredients for making chilli chocolate</p> <p><b>Ratio and proportion-</b> To be given a recipe for x amount of people but</p> |
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|  |  | <p><b>Measures-</b> building a Roman road</p> <p><b>Counting-</b> using an abacus the way Romans did</p> <p><b>English -</b><br/>Myths and Legends<br/>Narrative<br/>Non-chronological reports<br/>biography- Boudicca</p> |  |  | <p>times (Oliver Twist story link)</p> <ul style="list-style-type: none"> <li>To understand how life was different for richer and poorer Victorians</li> </ul> <p><b>Maths-</b><br/><b>Money</b> – exchange rates/conversions between money in Victorian times and present day (compare how much a house/car costs Then and now)<br/>What items (food/clothing) can you buy with a budget<br/>Design a meal/outfit using a budget<br/>budgets for rich and poor Victorians<br/><b>Length/Weight/Money</b><br/>Designing a new steam engine<br/><b>Data Handling/Sorting -</b><br/>Venn/Carroll diagrams – what toys/clothes/ food/holidays/vehicles/<br/><b>Time-</b> planning a journey (going on holiday) using timetables/ Make up own timetables</p> | <p>need it for x amount of people instead</p> <p><b>Money-</b> Aztecs payed using chocolate – looking at the value of this</p> <p><b>Data handling-</b><br/>Venn diagrams - comparing today's lifestyle with Mayan lifestyle</p> <p><b>English-</b> Writing instructions- how to make chilli chocolate</p> <p><b>Non-chronological reports-</b> about the different Gods and Goddesses</p> <p><b>Letters-</b> to the king/Gods and Goddesses</p> <p><b>Diary-</b> a day in the life of an Aztec</p> |
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|                  |                                                                                                                                                                                                                        |  |                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                     | <p><b>Ratio and proportion</b><br/><b>Scale Factors and enlargements</b> – Dolls houses</p> <p><b>English- Narrative</b><br/>(Oliver Twist link),<br/><b>Letters</b> (Oliver Twist link)- letter to Fagin ,Dodger Bill Sykes, Mr. Brownlow, Nancy<br/><b>Diary entries</b><br/><b>Biographies</b> – famous people – Mary Seacole, Florence Nightingale, Albert Einstein (maths) Charles Dickens<br/><b>Poetry</b> – describing what it was like living in Victorian times</p> |  |
| <b>Geography</b> | <ul style="list-style-type: none"><li>• Use maps, atlases, globes and digital computer mapping to locate Uganda and the towns and cities surrounding the area</li><li>• Identify and understand the start of</li></ul> |  | <ul style="list-style-type: none"><li>• To understand what climate change is and how human activities are contributing towards this.</li><li>• To develop awareness of and empathy for people and communities affected by climate change.</li></ul> | <ul style="list-style-type: none"><li>• Use an index to find a place name.</li><li>• Find the correct page in an atlas by using the index.</li><li>• Explain why maps have symbols on them. Recognise most map symbols on</li></ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |  |

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|  | <p>the River Nile and identify the importance of the river on the people who live there</p> <ul style="list-style-type: none"> <li>• Identify key physical and human characteristics including wildlife and national parks</li> <li>• To identify 3<sup>rd</sup> world differences and compare them to other countries e.g. hygiene, travel, food, clothing, rich and poor</li> <li>• Investigate and identify charities associated with Uganda and the impact of these</li> </ul> |  | <ul style="list-style-type: none"> <li>• To understand what climate change adaptation is and how some communities are adapting to the effects of climate change (bags in supermarkets, paper straws, no plastic).</li> <li>• To consider different actions which individuals, communities and decision makers can take to respond to climate change.</li> </ul> <p>English – persuasive, explanation, report, poetry.</p> <p>Maths – data handling, measures.</p> | <p>an Ordnance Survey map.</p> <ul style="list-style-type: none"> <li>• Give co-ordinates by going across first and then up.</li> <li>• Find a location from six-figure coordinates.</li> <li>• Find differences between photographs of the same location.</li> <li>• Find similarities between photographs of the same location.</li> <li>• Find differences between maps of the same location.</li> <li>• Be able to plan a route using a variety of devices.</li> </ul> |  |
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|  | <ul style="list-style-type: none"><li>• Identify the daily life of people living in Uganda</li><li>• Identify and make comparisons to Britain based on children's daily life including children's rights and attitudes towards education</li></ul> <p><b>Maths-</b><br/><b>Time-</b> Timeline of events/presidencies /Human right laws<br/><b>Area and Perimeter/Shape –</b> building houses, developing fields for crops/ building new fences for around farmers' fields<br/><b>Scales/co-ordinates-</b> using scales and co-ordinates on maps<br/><b>Numbers and place value/comparing and ordering numbers –</b></p> |  |  |  |  |
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|                | <p>Population of Uganda compared to other African countries</p> <p><b>English -</b><br/> <b>Letter writing-</b> Pen pals, persuasion – why all children should go to school<br/> <b>Biography-</b> based on a president<br/> <b>Debate-</b> have a school committee- to roleplay and discuss the problems – prioritise which problem to tackle first and why and find solutions</p>                                                                                                                                                         |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                 |
| <b>Science</b> | <p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p>English – Narrative about Space.<br/>Non-chronological report about Space.</p> | <p><b>Properties and Changes of Materials</b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness,</li> </ul> | <p><b>Living Things and their Habitats</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird.</li> <li>Describe the life processes of reproduction in some plants and animals</li> </ul> <p>English – non-chronological report about animals.</p> | <p><b>Animals, Including Humans</b></p> <ul style="list-style-type: none"> <li>Describe changes as humans develop to old age.</li> </ul> <p>English – Explanation of the changes humans develop to old age.<br/>Diary entry of an old person.</p> | <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of a force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> </ul> |

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|  | <p>Persuasive piece to convince people to move to Space.<br/> Newspaper report about someone going to another planet and their findings. Biography of an astronaut.<br/> Poetry about Space.<br/> Diary entry of an alien visiting Earth.</p> <p>Maths – 3D shapes - planets<br/> Measurements – distance between planets in the Solar System.<br/> Length of day/night – compare differences between places across Earth.<br/> Line graph – comparing length of day/night to the distance from the planet to the sun.<br/> Scaling – comparing size of planets to everyday objects.<br/> Area of planets</p> | <p>solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <ul style="list-style-type: none"> <li>• Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</li> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering,</li> </ul> | <p>Story about the life process of an animal.</p> <p>Maths – Percentages of different types of animals in the world.<br/> Pie Chart to show different types of animals in England/the world.</p> | <p>Maths – record the length and mass of a baby as it grows.<br/> Look at the average sizes of noses and ears in elderly people (they are the only parts of a person that continue to grow, other than hair and nails).</p> | <ul style="list-style-type: none"> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p>English – non-chronological report about English – biography of Isaac Newton.<br/> Explanation piece on the effects of air resistance, water resistance and friction.<br/> Design and write instructions about a mechanism using levers, pulleys and/or gears.</p> <p>Maths – Line graphs – show the effects of air/water resistance and friction on moving objects.<br/> Measure gravity in newtons.</p> |
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|  |  | <p>sieving and evaporating.</p> <ul style="list-style-type: none"><li>• Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li><li>• Demonstrate that dissolving, mixing and changes of state are reversible changes.</li><li>• Explain that some changes result in the formation of new materials, and that this kind of</li></ul> |  |  |  |
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|  |  | <p>change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>English – design something based on a group of materials – why have they chosen those materials? What problem does the design solve/how?</p> <p>Maths – Venn/Carroll diagram to group materials.<br/>Bar chart to show which materials can dissolve/mix/burn etc.</p> <ul style="list-style-type: none"><li>• Time how long</li></ul> |  |  |  |
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|            |                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                       | something<br>took to<br>dissolve.                                                                                                                                                                                                                                                                                                                                       |                                                                                              |                                                                                                                                                                                                                                                          |                                                                                                                                       |
| <b>Art</b> | <p><b><u>Painting/mixed media</u></b></p> <p>Control brush strokes and apply tints and shades when painting.</p> <p>Paint with greater skill and expression.</p> <p>Create mixed media art using found and reclaimed materials.</p> <p>Select materials for a purpose.</p> <p>Select and mix more complex colours to depict thoughts and feelings.</p> <p>Construct patterns through various methods to develop their understanding.</p> |                                                                                                                                                       | <p><b><u>Drawing</u></b></p> <p>Further develop drawing from observation. Draw using perspective, mathematical processes, design, detail and line.</p> <p>Extend and develop a greater understanding of applying expression when using line.</p> <p>Develop ideas through sketches, enhance knowledge, skill and technique using experimental media in sketchbooks.</p> | DT FOCUS                                                                                     | <p><b><u>Craft and design</u></b></p> <p>Composing original designs by adapting and synthesising the work of others.</p> <p>Analyse and evaluate artists' use of shape.</p> <p>Develop understanding of texture through practical making activities.</p> | <p><b><u>Sculpture/3D</u></b></p> <p>Further extend their ability to describe and model form in 3D using a range of materials.</p>    |
| <b>DT</b>  | N/A Art Focus                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>DT [Cooking and nutrition]</p> <p>Year 5: <b>What could be healthier?</b></p> <ul style="list-style-type: none"> <li>Adapting a recipe.</li> </ul> | N/A Art Focus                                                                                                                                                                                                                                                                                                                                                           | <p>DT – <b>Healthy Food SWAPPED HERE</b> [Mechanisms]</p> <p>Year 5: <b>Pop up books</b></p> | N/A Art Focus                                                                                                                                                                                                                                            | <p>DT [Structures]</p> <p>Year 5: <b>Bridges</b></p> <ul style="list-style-type: none"> <li>Design arch and truss bridges.</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Cutting and preparing vegetables hygienically.</li> <li>• Cooking meat safely.</li> <li>• Testing and adapting the dish during cooking process.</li> <li>• Know where meat comes from and understands ethical issues around beef.</li> <li>• Knows nutritional values of packaged food.</li> </ul> <p>Maths –<br/>Problem solving.<br/>Research data regarding nutritional values.<br/>Following instructions.<br/>Measurements.</p> <p>English –<br/>Write a poster advertising the nutritional value differences in certain types of food.</p> |  | <ul style="list-style-type: none"> <li>• Planning using storyboards and designs.</li> <li>• Communicating through words and illustrations.</li> <li>• Making functional components</li> <li>• Using layers and spacers to construct pages.</li> <li>• Cutting and assembling with accuracy.</li> <li>• Constantly evaluating progress against design.</li> <li>• Understand sliders, levers and linkages.</li> <li>• Understand structures and mechanisms</li> </ul> <p>Maths –<br/>Problem solving.<br/>Measurements.<br/>Shapes.</p> <p>English –<br/>Writing instructions on how to create the product.</p> |  | <ul style="list-style-type: none"> <li>• Select materials and equipment according to functional properties.</li> <li>• Working with increasing accuracy in practical tasks.</li> <li>• Use triangulation for bracing.</li> <li>• Testing to destruction to evaluate the successful and unsuccessful properties of a design and its materials.</li> <li>• Understanding the importance of compression and tension in bridge structures.</li> </ul> <p>Maths:<br/>Shape and measurements.<br/>Triangulation.<br/>Recording data.</p> <p>English –<br/>Researching and writing a non-chronological report about different bridges and their structures.</p> |
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| <b>Music</b> | <p><b>Year 5 – Composition and notation (Ancient Egypt)</b><br/>Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece. Maths – Creating eight beat rhythmic breaks.</p> | <p><b>Year 5 - Blues</b><br/>Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation.</p> <p>Maths – Counting and following a score. Reading musical notation and counting them.</p> <p>English – Creating a story to add musical accompaniment to.</p> | <p><b>Year 5 - Music from different cultures (South and West Africa)</b><br/>Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight beat break and play this in the correct place.</p> <p>Maths: Counting beats and bars within a piece of music.</p> <p>English – Researching the history of musical theatre and how it has evolved.</p> | <p><b>Year 5 – Composition to represent a celebration (Holi festival)</b><br/>Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.</p> <p>Maths – Counting musical notations. Counting beats within a piece of music.</p> | <p><b>Year 5 – Looping and remixing</b><br/>Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of ‘Somewhere Over the Rainbow’ with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops.</p> <p>Maths – Identifying and counting in sets of 12. Counting. Comparing Blues music to other genres.</p> <p>English –</p> | <p><b>Year 5 – Musical theatre</b><br/>Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</p> <p>Maths – Identifying patterns and loops within music. Playing in time to a set piece of music. Counting in beats.</p> <p>English – Creating their own song to perform.</p> |
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|            | <p>Playing and counting chords.</p> <p>English – Exploring and recording how music has evolved throughout different traditions.</p>                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>English – Creating a description of a setting or object to add musical accompaniments to.</p>                                                                                                                                                                                                                                                                                                        | <p>Create a PowerPoint presentation about blues music.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>P.E</b> | <p><b><u>Netball</u></b></p> <p>1. Learn how to play 'End Ball' in groups of 6-8.<br/>Passing effectively in a game situation.<br/>2. Add in 1m rule and own way of restarting the game in 'End Ball'.<br/>3. Turn 'End Ball' into '3 Hoop Ball'<br/>Defending by marking in a game situation.<br/>4. Turn '3 Hoop Ball' into '3 Hoop Target Ball'.<br/>Attacking play, passing quickly and finding space in a game situation.<br/><br/>5. Identify 4 main rules of '3 Hoop Target Ball' using 4 point prompt sheet.</p> | <p><b><u>Fundamental Movement Skills</u></b></p> <p>1. To control the ball with our hands, close to our bodies.<br/>2. To react quickly to where the ball goes.<br/>To help a partner to improve their reaction skills.<br/>3. Compete with others in a fair way.<br/>To help other teams improve their performance.<br/>4. To play a new version of 'End Ball'.<br/>To control the ball with our hands, close to our bodies.<br/>5. To react quickly to where the ball goes (blue level).</p> | <p><b><u>Fundamental Movement Skills</u></b></p> <p>1. Walk fluidly, both forwards and backwards, lifting heel to bottom, knees up and with heel to toe landing.<br/>Cooperate well with others and give helpful feedback.<br/>2. Hold one leg balances with a partner.<br/>Help organise roles and responsibilities.<br/>3. Compete fairly with other groups in games of 'River Crossing'.<br/>Play 'Levelling the Playing Field' to achieve and improve on your teams personal best.<br/>Involve others.</p> | <p><b><u>Fundamental Movement Skills</u></b></p> <p>1. Play 'Seated Volleyball'.<br/><br/>Balance in a seated position whilst attempting various challenges.<br/><br/>Change tactics, rules or tasks to make activities more fun or more challenging.<br/><br/>2. Play 'Seated Volleyball' adding specific tactics.<br/><br/>Maintain a back support position whilst attempting various challenges.</p> | <p><b><u>Outdoor Adventurous Activities</u></b></p> <p>1. Work effectively in pairs and small groups.<br/>Explain how to improve what we do for next time.<br/>2. Communicate effectively with a partner to guide them around an area safely.<br/>Build the trust of a partner by behaving appropriately.<br/>3. Plan effectively.<br/>Understanding how we can improve what we do for next time.<br/>4. Navigate around an area using a map.<br/>Orientate a map effectively.<br/>5. Navigate around an area using the points</p> | <p><b><u>Athletics</u></b></p> <p>1. Accelerate from a variety of static positions.<br/>2. Hop and jump for distance.<br/>3. Throw the Foam Javelin as far as you can.<br/>4. Sprint over and between obstacles using consistent stride lengths.<br/>5. Perform the push throw to a target.<br/>6. Sustain running at a constant pace.</p> <p><b><u>Cricket Skills</u></b></p> <p>1. Bowl the ball overarm.<br/>2. Batt the ball using the straight drive.<br/>3. Set up a simple cricket game in groups of 8.<br/>4. Set up a game of Kwik Cricket in groups of 8.</p> |

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| <p>Referee a game of 'End Ball'.</p> <p>6. Identify 4 main coaching points for '3 Hoop Target Ball' using 4 point prompt sheet.</p> <p>Coach your team in a game of '3 Hoop Target Ball'.</p> <p><b><u>Football</u></b></p> <p>1. Transfer the games we have played with our hands to a game played with our feet. Dribbling the ball at speed.</p> <p>2. To react quickly to where the ball is passed to.</p> <p>3. To pass and control the ball to keep possession.</p> <p>4. To pass and control the ball to keep possession.</p> <p>5. To create your own practice to improve a skill.</p> <p>To work together with other people.</p> <p>6. To create your own version of a football game.</p> | <p>To help a partner improve their reaction skills.</p> <p>6. Compete with others in a fair way (Round Robin). To help other teams improve their performance.</p> <p><b><u>Dance</u></b></p> <p>1. Change direction whilst retaining the same front.</p> <p>2. Move on pre-determined pathways.</p> <p>3. Mirror a partner.</p> <p>4. Contrast a partner.</p> <p>5. Twisted shapes.</p> <p><b><u>Maths</u></b> - Exploring shapes. Understanding fractions of space. Describing the direction of travel. Understanding symmetry in balance.</p> <p><b><u>English</u></b> – Writing rules for their own games. Describing own and others movements and movement patterns.</p> | <p>4. React to a call from a partner when they drop the ball, turn and catch it after one bounce.</p> <p>Play 'Competitive Challenge 2'.</p> <p>Perform a range of skills with some control and accuracy.</p> <p><b><u>Gymnastics</u></b></p> <p>1. To learn ways of travelling and balancing with a partner.</p> <p>To match and mirror travelling and balancing.</p> <p>To help and praise others.</p> <p>2. To set up and clear away the apparatus safely.</p> <p>To transfer the Matching and Mirroring work we have learnt onto a range of apparatus.</p> <p>To show patience and support others.</p> <p>3. To learn gymnastic sequences in Synchronisation and Canon with a partner.</p> | <p>Respond imaginatively to different situations.</p> <p>3. Play 'Seated Volleyball' as part of a competition.</p> <p>Effectively disguise what I am about to do next in a game.</p> <p>4. Play 'Scorpion Handball'.</p> <p>Balance in a seated position whilst attempting various challenges.</p> <p>Change tactics, rules or tasks to make activities more fun or more challenging.</p> <p>5. Play 'Scorpion Handball' adding specific tactics.</p> <p>Maintain a back support position whilst attempting various challenges.</p> | <p>of a compass for direction.</p> <p>Follow instructions carefully.</p> <p>6. Hit the ball back to our partner using the forehand shot.</p> <p>Rally the ball with a partner.</p> <p><b><u>Tennis</u></b></p> <p>1. Hit the ball back to our partner using the backhand shot.</p> <p>Rally the ball with a partner.</p> <p>2. Hit the ball back to our partner using a volley.</p> <p>Rally the ball with a partner using the most appropriate shot we've learnt so far.</p> <p>Maths - Reciting numbers for points scored.</p> <p>Counting on and counting back.</p> <p>Understanding fractions.</p> <p>Combining a number of actions to form a pattern.</p> | <p><b><u>Maths</u></b> - Measuring distances.</p> <p>Using stop watches.</p> <p>Adding and combining a number of actions to perform a pattern.</p> <p>Estimating length.</p> <p>Estimating time.</p> <p>Considering direction of travel.</p> <p>Responding to instructions involving space.</p> <p><b><u>English</u></b> – Writing rules for their own games.</p> <p>Describing own and others movements and movement patterns.</p> <p>Making comparisons.</p> <p>Reading movement related words written on cards.</p> <p>Using games as a stimulus for classroom-based word level work</p> |
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|  | <p>To communicate with others in a fair way.</p> <p><b>Maths</b> - Measuring different distances<br/>Responding to direction of travel<br/>Counting out equipment<br/>Organising area to work in<br/>Organising group of different amounts<br/>Mirroring and reflecting a partners balance</p> <p><b>English</b> – Writing rules for their own games.<br/>Describing own and others movements and movement patterns.<br/>Making comparisons.<br/>Reading movement related words written on cards.<br/>Using games as a stimulus for classroom-based word level work.</p> | <p>Making comparisons.<br/>Reading movement related words written on cards.<br/>Using games as a stimulus for classroom-based word level work.</p> | <p>To improve your performance by using ICT.<br/>To give and receive sensitive feedback to improve performance.<br/>4. To transfer the Synchronisation and Canon sequences onto apparatus.<br/>To improve your performance by using ICT.<br/>5. To learn ways of balancing safely against and with a partner.<br/>To help a partner improve.<br/>6. To transfer Counter-Balance and Counter-Tension work onto a range of apparatus.<br/>To help others improve their performance.</p> <p><b>Maths</b> - Measuring different distances<br/>Responding to direction of travel<br/>Counting out equipment</p> | <p>Respond imaginatively to different situations.</p> <p><b><u>Tag Rugby</u></b></p> <p>1. Find ways of evading a defender.<br/><br/>Pass and support the player with the ball.<br/><br/>2. Find ways of evading a defender.<br/><br/>Pass and support the player with the ball.<br/><br/>3. Pass and support the player with the ball in small groups.<br/><br/>Pass and support in a team to evade a defender.<br/><br/>4. Defend in a game of 'Tag Rugby'.</p> | <p>Estimating length.<br/>Shape of and divisions within a playing area.</p> <p><b>English</b> – Writing rules for their own games.<br/>Describing own and others movements and movement patterns.<br/>Making comparisons.<br/>Reading movement related words written on cards.<br/>Using games as a stimulus for classroom-based word level work.</p> |  |
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|  |  |  | <p>Organising area to work in<br/>Organising group of different amounts<br/>Mirroring and reflecting a partners balance</p> <p><b>English</b> – Writing rules for their own games.<br/>Describing own and others movements and movement patterns.<br/>Making comparisons.<br/>Reading movement related words written on cards.<br/>Using games as a stimulus for classroom-based word level work.</p> | <p>Work together to defend the space in a full game.</p> <p>5. Play a mini ‘Tag Rugby’ competition.</p> <p>Compete with others in a fair way.</p> <p><b>Maths</b> - <i>Reciting numbers for points scored.<br/>Counting on and counting back.<br/>Understanding fractions.<br/>Combining a number of actions to form a pattern.<br/>Estimating length.<br/>Shape of and divisions within a playing area.</i></p> <p><b>English</b> – Writing rules for their own games.<br/>Describing own and others movements and movement patterns.<br/>Making comparisons.<br/>Reading movement related words written on cards.</p> |  |  |
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| R.E | <u><b>Christianity</b></u><br>1. Why are some words special?<br>2. Why are some places special?<br>3. How can faith contribute to community cohesion?<br>4. Why are some times special?<br>5. What can be learnt from the lives of significant people?<br>6. How do I and others think and feel about the universe?                                                                                                                                                                                                                                                                                                   | <u><b>Hinduism</b></u><br>1. Why are some words special?<br>2. Why are some places special?<br>3. How can faith contribute to community cohesion?<br>4. Why are some times special?<br>5. What can be learnt from the lives of significant people?<br>6. How do I and others think and feel about the universe?                                                                                                                                                                                                                                                                                                       | <u><b>Islam</b></u><br>1. Why are some words special?<br>2. Why are some places special?<br>3. How can faith contribute to community cohesion?<br>4. Why are some times special?<br>5. What can be learnt from the lives of significant people?<br>6. How do I and others think and feel about the universe?                                                                                                                                                                                                                                                                                                          |                                                                |  |  |
|     | <u><b>Skills for Year 5</b></u><br>-explain connections between questions, beliefs, values and practices in different belief systems<br>-recognise and explain the impact of beliefs and ultimate questions on individuals and communities<br>-explain how and why differences in belief are expressed.<br>suggest lines of enquiry to address questions raised by the study of religions and beliefs<br>-suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence<br>-recognise and explain diversity within religious expression, using appropriate concepts. | <u><b>Skills for Year 5</b></u><br>-explain connections between questions, beliefs, values and practices in different belief systems<br>-recognise and explain the impact of beliefs and ultimate questions on individuals and communities<br>-explain how and why differences in belief are expressed.<br>suggest lines of enquiry to address questions raised by the study of religions and beliefs<br>-suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence<br>-recognise and explain diversity within religious expression, using appropriate concepts. | <u><b>Skills for Year 5</b></u><br>-explain connections between questions, beliefs, values and practices in different belief systems<br>-recognise and explain the impact of beliefs and ultimate questions on individuals and communities<br>-explain how and why differences in belief are expressed.<br>suggest lines of enquiry to address questions raised by the study of religions and beliefs<br>-suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence<br>-recognise and explain diversity within religious expression, using appropriate concepts. |                                                                |  |  |

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|            | <p>-explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p> <p>-explain how selected features of religious life and practice make a difference to the lives of individuals and communities.</p> <p>-explain how some forms of religious expression are used differently by individuals and communities.</p> <p>-make informed responses to questions of identity and experience in the light of their learning.</p> <p>-make informed responses to questions of meaning and purpose in the light of their learning.</p> <p>-make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> |                                                                                                                                                             | <p>-explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p> <p>-explain how selected features of religious life and practice make a difference to the lives of individuals and communities.</p> <p>-explain how some forms of religious expression are used differently by individuals and communities.</p> <p>-make informed responses to questions of identity and experience in the light of their learning.</p> <p>-make informed responses to questions of meaning and purpose in the light of their learning.</p> <p>-make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> |                                                                                                                                                                                                                                             | <p>-explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.</p> <p>-explain how selected features of religious life and practice make a difference to the lives of individuals and communities.</p> <p>-explain how some forms of religious expression are used differently by individuals and communities.</p> <p>-make informed responses to questions of identity and experience in the light of their learning.</p> <p>-make informed responses to questions of meaning and purpose in the light of their learning.</p> <p>-make informed responses to people's values and commitments (including religious ones) in the light of their learning.</p> |                                                                                                                                          |
| <b>MFL</b> | <p>1: Classroom instructions and opinions</p> <p>2: Sports and opinions</p> <p>3: Sports, opinions and sports clothing</p> <p>4: Revise 'tener'</p> <p>5: Revise 'tener' with negative/ adjectival agreement</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>7: Weather</p> <p>8: Describing the weather</p> <p>9: Hobbies</p> <p>10: Revise hobbies. Pets</p> <p>11: Pets</p> <p>Mexican legend</p> <p>12: Poems</p> | <p>13: Baby Elephant story. Verb ser</p> <p>14: Numbers 1-31, sums</p> <p>Months and dates revision</p> <p>15: Revise 1-31, practise sums</p> <p>16: Schools subjects and Spanish schools</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>18: Tortoise birthday story, verb 'ir'</p> <p>19: Revise 'ir'</p> <p>Transport</p> <p>20: Transport types</p> <p>21: Classroom items</p> <p>Easter: Semana Santa</p> <p><b>Y6</b></p> <p>18: Directions</p> <p>19: Directions part 2</p> | <p>22: Possessive adjectives</p> <p>23: Prepositions</p> <p>24: Revise prepositions</p> <p>25: Pronunciation</p> <p>26: Revision of 'ir'. Simple future</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>27: Revise 'simple future' Speaking practice</p> <p>28: Revision</p> <p>29: Assessments</p> <p>30: The Day of the Dead tradition.</p> |

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|                                                                                                                                                                                                                                                                                                                                          | 6: Emperor's new clothes. Masculine and feminine forms                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Christmas: the snowman                                                                                                                                                                                                                                                                                                                                                                                                          | 17: Schools subjects, preferences                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 20: Buying food<br>21: Numbers 1-100                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Computing</b><br><br><i>All classes to have at least 1 hour of e-safety lessons per half term alongside other topics; this does not have to be full hour sessions. They can be a mixture of discussion-based sessions as well as writing/drawing/iPad activities. They may be completed within PSHE assemblies where appropriate.</i> | <u><b>Sharing information</b></u> <ul style="list-style-type: none"> <li>To explain that computers can be connected together to form systems</li> <li>To recognise the role of computer systems in our lives</li> <li>To recognise how information is transferred over the internet</li> <li>To explain how sharing information online lets people in different places work together</li> <li>To contribute to a shared project online</li> <li>To evaluate different ways of working together online</li> </ul> | <u><b>Video editing</b></u> <ul style="list-style-type: none"> <li>To explain what makes a video effective</li> <li>To use a digital device to record video</li> <li>To capture video using a range of techniques</li> <li>To create a storyboard</li> <li>To identify that video can be improved through reshooting and editing</li> <li>To consider the impact of the choices made when making and sharing a video</li> </ul> | <u><b>Selection in physical computing</b></u> <ul style="list-style-type: none"> <li>To control a simple circuit connected to a computer</li> <li>To write a program that includes count-controlled loops</li> <li>To explain that a loop can stop when a condition is met</li> <li>To explain that a loop can be used to repeatedly check whether a condition has been met</li> <li>To design a physical project that includes selection</li> <li>To create a program that controls a physical computing project</li> </ul> | <u><b>Flat-file databases</b></u> <ul style="list-style-type: none"> <li>To use a form to record information</li> <li>To compare paper and computer-based databases</li> <li>To outline how grouping and then sorting data allows us to answer questions</li> <li>To explain that tools can be used to select specific data</li> <li>To explain that computer programs can be used to compare data visually</li> <li>To apply my knowledge of a database to ask and answer real-world questions</li> </ul> | <u><b>Vector drawing</b></u> <ul style="list-style-type: none"> <li>To identify that drawing tools can be used to produce different outcomes</li> <li>To create a vector drawing by combining shapes</li> <li>To use tools to achieve a desired effect</li> <li>To recognise that vector drawings consist of layers</li> <li>To group objects to make them easier to work with</li> <li>To evaluate my vector drawing</li> </ul> | <u><b>Selection in quizzes</b></u> <ul style="list-style-type: none"> <li>To explain how selection is used in computer programs</li> <li>To relate that a conditional statement connects a condition to an outcome</li> <li>To explain how selection directs the flow of a program</li> <li>To design a program which uses selection</li> <li>To create a program which uses selection</li> <li>To evaluate my program</li> </ul> |
| <b>PSHE</b>                                                                                                                                                                                                                                                                                                                              | <u><b>Relationships - TEAM</b></u><br>1. Together Everyone Achieves More                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u><b>Health and Wellbeing – Think Positive</b></u>                                                                                                                                                                                                                                                                                                                                                                             | <u><b>Living in the Wider World – Diverse Britain</b></u><br>1. Identities                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <u><b>Relationships – Be Yourself</b></u><br>1. You are Unique<br>2. Let it Out                                                                                                                                                                                                                                                                                                                                                                                                                            | <u><b>Health and Wellbeing – It's My Body</b></u><br>1. Your Body is Your Own                                                                                                                                                                                                                                                                                                                                                    | <u><b>Health and Wellbeing - Aiming High</b></u><br>1. You Can Achieve Anything                                                                                                                                                                                                                                                                                                                                                   |

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|  | <ol style="list-style-type: none"> <li>Communicate</li> <li>Collaborate</li> <li>Compromise</li> <li>Care</li> <li>Shared Responsibilities</li> </ol> <p><b>Maths</b> – problem solving in a team. Use stopwatches to time how long problem solving takes.</p> <p><b>English</b> – write instructions about how to complete one of the problem solving tasks. Write instructions on being a good team. Speaking and listening to peers. Use drama.</p> | <ol style="list-style-type: none"> <li>The Cognitive Triangle</li> <li>Thoughts are not Facts</li> <li>Face Your Feelings</li> <li>Choices and Consequences</li> <li>Being Present</li> <li>Yes I Can!</li> </ol> <p><b>Maths</b> – sort and compare good and bad feelings. Sort and compare positive and negative thoughts.</p> <p><b>English</b> – write instructions about how to be mindful. Create a leaflet/poster about the importance of mindfulness and mental health. Speaking and listening to peers.</p> | <ol style="list-style-type: none"> <li>Communities</li> <li>Respecting the law</li> <li>Local Government</li> <li>National Government</li> <li>Making a difference</li> </ol> <p><b>Maths</b> – make a graph/chart to show different faiths and ethnicities in the class.</p> <p><b>English</b> – write an explanation about human rights and what they are. Write an explanation about democracy. Speaking and listening to peers. Use drama.</p> | <ol style="list-style-type: none"> <li>Uncomfortable Feelings</li> <li>The Confidence Trick</li> <li>Do the Right Thing</li> <li>Making Amends</li> </ol> <p><b>Maths</b> – compare and sort thoughts and feelings into groups.</p> <p><b>English</b> – write a leaflet/explanation about managing feelings in different ways. Speaking and listening to peers. Use drama.</p> | <ol style="list-style-type: none"> <li>Sleep Well, Be Well</li> <li>Taking Care of our Changing Bodies</li> <li>Harmful Substances</li> <li>How we Think and Feel About our Bodies</li> <li>Healthy Choices</li> </ol> <p><b>Maths</b> – sort healthy and unhealthy foods. Timing and ordering sleep times. Make a tally/graph of amounts of sleep in the class.</p> <p><b>English</b> – write a leaflet/explanation about how to stay fit and healthy. Create a healthy meal plan for a target audience. Speaking and listening to peers. Use drama.</p> | <ol style="list-style-type: none"> <li>Breaking Down Barriers</li> <li>Future Focus</li> <li>Equal Opportunities</li> <li>Innovation and Enterprise</li> <li>Onwards and Upwards</li> </ol> <p><b>Maths</b> – compare men and women. Sort differences and similarities.</p> <p><b>English</b> – write targets and goals for yourself. Speaking and listening to peers. Use drama.</p> |
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| <b>Opportunities for visits</b>           | Africa themed day – music, food, dancing, art.<br>African drumming workshops<br>African face masks workshops                                                                                                         | <ul style="list-style-type: none"><li>• Climate change workshops</li><li>• STEM workshops linking to climate change</li></ul>                                                                                                                                       | <ul style="list-style-type: none"><li>• Roman themed day</li><li>• Roman visitor into school .</li></ul>                            | <ul style="list-style-type: none"><li>• Stem workshops – link with science link</li><li>• Crime and punishment workshops</li><li>• York dungeons.</li></ul> |
| <b>Opportunities for outdoor learning</b> | <ul style="list-style-type: none"><li>• Shelter building (Uganda)</li><li>• Ugandan dances/festivals/celebrations (Uganda)</li><li>• Bug hunts/nature hunts/ compare them to what Uganda may have (Uganda)</li></ul> | <ul style="list-style-type: none"><li>• Litter picking in the local community</li><li>• Organising a community litter pick</li><li>• Visiting recycling facilities</li><li>• Creating an eco-friendly school – planting more trees in the school grounds.</li></ul> | <ul style="list-style-type: none"><li>• Building (Roman roads)</li><li>• Building including arches and aqueducts (Romans)</li></ul> | <ul style="list-style-type: none"><li>• Outdoor experiments linking with forces</li><li>• Outdoor art.</li></ul>                                            |