

TEAMFalcons

- Safer Internet Day
- PCSO Road Safety Visit
- Internet Safety Assembly
- PCSO Visit Anti-bullying and Hate Crime

- Pupil Parliament
- Black History Month
- Class Community Deed
- World Autism Acceptance Week – Neurodiversity Celebration
- World Book Day
- Bikeability
- Before and After School Clubs
- Music Tuition

British Values

Democracy <i>Consider how citizens can influence decision making through democratic process, encourage respect for and participation in democratic processes</i>	Rule of Law <i>Distinguish right from wrong. Develop a respect and an understanding that it protects what is essential for wellbeing a safety. The role of the police and courts in maintaining the rule of law</i>	Individual Liberty <i>The freedom to choose and hold other faiths and beliefs is protected in law</i>	Mutual Respect <i>The importance of identifying and combatting discrimination</i>	Tolerance of those with Different Faiths and Beliefs <i>Other people having different faiths and beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour</i>
RHSE Relationships <i>Listen and respond to a wide range of people</i> RHSE Living in the Wider World <i>How do I stand up for what is right?</i> RHSE Democracy and Citizenship <i>I can explain the idea of Democracy and identify elements essential in its success</i> <i>I can identify some systems which are not democratic</i> <i>I can explain the importance of free and fair elections</i> <i>I can identify issues which are important to me</i>	RHSE Relationships <i>How to report concerns or abuse</i> <i>To recognise and manage dares</i> <i>To understand that their actions have consequences</i> RHSE Living in the Wider World <i>I understand the effects and consequences of anti-social behaviour</i> <i>I know what my rights and responsibilities are in my local community</i> <i>To consider the consequences of sharing images online</i> RHSE Drugs and Alcohol <i>To explore a range of legal and illegal drugs, their risks and effects</i>	RHSE Relationships <i>I can express my own opinion</i> RHSE Health and Wellbeing <i>To recognise what affects your health and well-being</i> <i>To manage change and move on from loss</i> RHSE Sex and Relationships <i>To know how to get help during puberty</i> RHSE Drugs and Alcohol <i>To know a range of skills to resist peer pressure</i> <i>To have considered strategies to resist drug use</i>	RHSE Relationships <i>To recognise when someone needs help</i> <i>To recognise a range of feelings in others and have a range of strategies to help</i> RHSE Sex and Relationships <i>Explore how emotions and relationships change during puberty</i> <i>To know how to get help during puberty</i>	RHSE Relationships <i>Understand different types of relationships e.g. arranged marriage, marriage and civil partnership</i> Living in the Wider World <i>The importance of respecting others even when they are different to us</i> <i>How do we stop segregation?</i>

Visits

Science: Xplore - Science and Discovery Centre	History: Styal Mill, Nr Manchester	PE: Residential PGL Boreatton Park
Powerful Learning		
Mars Rover	Sustainability Movie	Summer Production

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Beyond the Earth		A Child Like Me -	Enough for Everyone	Amazing Americas	
Reading	Science: Space	Reading Breadth: Modern Fiction & Poetry	History: Victorians	Reading Breadth: Myths & Legends and Plays & Poetry – Wider Range	Geography: North & South America/World	Reading Breadth: Stories from Other Cultures and Traditions
Vocabulary						
Discussion	<i>Word Reading – Throughout Year 5</i>					
Connect knowledge	⊕ Apply 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					
Reference the text	<i>Comprehension - Throughout Year 5</i>					
Skimming	⊕ Read and discuss a range of fiction, poetry, plays, non-fiction and reference books					
Scanning	⊕ Recommend books that they have read to their peers, giving simple reasons for their choices					
Comprehension	⊕ Learn a wider range of age appropriate poetry by heart					
	⊕ With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence					
	<i>Skills and Strategies - Apply the following reading strategies with increasing independence</i>					
	⊕ Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context					
	⊕ Read extended texts independently for sustained periods					
	⊕ Self-correction, including re-reading and reading ahead					
	⊕ Reading widely and frequently for pleasure and information					
Writing	Where Once We Stood	FARThER	The Hound of the Baskervilles	The Promise	The Lost Book of Adventure	King Kong & Shakespeare Revision Unit - MacBeth
Immerse	Year 5 Spelling Patterns:	Year 5 Spelling Patterns:	Year 5 Spelling Patterns:	Year 5 Spelling Patterns:	Year 5 Spelling Patterns:	Year 5 Spelling Patterns:
Purpose	Words ending – ious	Words ending – ant	Words ending – able	Words spelled 'ie' after 'c'	Homophones (1)	Challenge words
Audience	Words ending – cious	Words ending – ance	Adverbs of time	/ee/ spelled 'ei' after 'c'	Homophones (2)	Revision
Language Features	Ending -cial and -tial	Use -ent and -ence	Suffix – fer	/ough/ as /aw/	Homophones (3)	
Plan	Ending – cial and -tail	Words ending -able and -ible	'silent' letters (1)	/ough/ as /o/ or /ow/	Homophones (4)	
Draft, revise and edit	Challenge words	Words ending -ably and -ibly	'silent' letters (1)	Adverbs of possibility	Challenge words	
		Challenge words	Challenge words	Challenge words	Hyphens	
	<i>Writing at the Expected Standard in Year 5</i>					
	For Working Towards and Greater Depth expectations please see the Padlet - https://millviewprimary.padlet.org/jessthomson2/rwubeztch2f1079v					

Phonics and Spelling	Composition		
	- Identify the audience for and purpose of the writing Plan their writing by: Noting and developing initial ideas drawing on reading - 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 setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action - Précising longer passages Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) - Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear		
	Grammar & Punctuation		
	Use a wide range of punctuation correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and inverted commas		
	Handwriting		
Maths	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters		
	Evaluate & Edit		
	- Assessing the effectiveness of their own and others' writing - Proposing changes necessary 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 (e.g. The apples is on the tree/The apples are on the tree Proof read for spelling and punctuation errors - Use a thesaurus to select more focused language		
	For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7y3mon81njjy6no		
	Computing fluently Solving problems Reasoning logically Justifying and explaining Flexible thinking	Place value within 100,000 Place value within 1,000,000 Addition and subtraction Graphs and tables Multiplication and division (1) Measure – area and perimeter	Multiplication and division (2) Fractions (1) Fractions (2) Fractions (3) Decimals and percentages Decimals Geometry – properties of shape (1) Geometry – properties of shape (2) Geometry – position and direction Measure – converting units Measure – volume and capacity
Science	Working Scientifically		
Asking questions	- different scientific enquiries to answer questions - recognise and control variables - measurements, accuracy and precision, repeat readings - record data and results, use diagrams, labels, keys, tables, scatter graphs, bar and line		

Making predictions Observing closely over time Taking measurements Seeking patterns Recording data Interpreting and communicating Evaluating	- use test results to predict, set up comparative and fair tests - report and present finding - conclude and explain - scientific evidence, ideas and arguments					
	Space	Forces	Properties of Materials	Reversible and Irreversible Changes	Reproduction A & B	Animals Including Humans
	- 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. - Identify key scientists who helped develop our understanding of space - Know how and suggest why theories have changed through time	- 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. e.g. levers, pulleys and gears	- 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 - give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	- demonstrate that dissolving, mixing and changes of state are reversible changes - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda - use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	- describe the life process of reproduction in some plants and animals - Name, locate and describe the functions of the main parts of plants including those involved in reproduction - Describe the process of cloning plants through cuttings	- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the changes as humans develop to old age. - Explain the term 'gestation period'
		Global Warming	Plastic Pollution			
		Recognise the impact of global warming on living things	Recognise the impact of plastic pollution on the planet			

Key Assessment Questions	Can I describe the movement of the earth and other planets relative to the sun? Can I describe the movement of the moon relative to the earth? Can I show how these views have changed over time with scientific discovery?	Can I explain the idea of gravity? Can I demonstrate through testing air resistance, water resistance and friction? Can I show how some mechanisms allow a smaller force to have a greater effect?	Can I compare and group everyday materials based on their properties? Can I give reasons based on my own fair testing, for the particular uses of materials?	Can I use knowledge of solids, liquids and gases to decide how mixtures might be separated? Can I describe and demonstrate a reversible and an irreversible change?	Can I describe the life process of reproduction? Can I name and locate the parts of a plant involved in reproduction? Can I make close and detailed observations? Can I report and present findings?	Can I describe the difference in life cycles between mammals, amphibians, insects and birds? Can I describe changes as humans develop in to old age? Can I explain what a gestation period is?
	Can I explain the idea of day and night using the earth’s rotation? Can I name key scientists in the development of our understanding of space and suggest what their contribution was? Can I record data in tables, charts, scatter, bar and line graphs, labelled diagrams and using this data to make comparisons and draw conclusions?	Can I explain some of the effects of global warming on living things?	Can I identify some ways plastic can be a pollutant?			
Geography	Planet Earth from Space		Enough for Everyone		American Adventures	
Observing patterns Making connections Developing a sense of place, space and scale	⊕ use fieldwork to observe, measure, record and present human/physical features at the coast using range of methods e.g. sketch maps, plans, graphs, digital technologies.					
	⊕ identify the position and significance of longitude, latitude, the Prime/Greenwich Meridian and time zones (including day and night); ⊕ use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied, identify climate zones;		⊕ Explore data relating to carbon footprint of our households and suggest ways this can be improved ⊕ Be able to explain the process of global warming and the problems presented with our climate warming ⊕ Understand the 'interconnected-ness' of our planet and the importance of everyone being involved in 'sustainability'		⊕ Locate countries and capitals using maps to focus on North America and South America concentrating on environmental regions, key physical/human characteristics, countries, forests and major cities ⊕ Describe and understand key aspects of physical and human geography, including: economic activity including trade links and the distribution of resources including food, minerals and water ⊕ Describe and understand the structure of a rainforest	

Conducting fieldwork		⊕ Suggest solutions to the problems of climate change including globally, nationally and individually ⊕ Present the arguments for using Fair Trade products and how this benefits all people along the food chain ⊕ Present data clearly to make a point of view clear to an audience – e.g. persuade people to take action on climate change	⊕ Understand the term 'deforestation' and suggest reasons this might happen, including why it is a problem for our planet ⊕ Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and within North America (Compare forests of America – temperate and rainforests, then compare with UK) ⊕ Discuss and explain the terms conservation and protection; understanding their difference ⊕ Similarities and differences through study of human/physical geography of a region of the UK: (residential or local geographical region in depth).
Big Ideas and Key Assessment Questions	Perspective Can you identify features of planet earth using images from satellites? Can you use atlases confidently to find and locate countries? Can you use satellite images to identify changes in our climate?	Sustainability What do we 'need' and what do we 'want'? How do we make energy and how can we do this more sustainably? How can we conserve resources better and why do we need to do this so urgently?	Conservation and Protection What are the key features of the 2 continents of America? Why are forests different? What would it be like in the rainforest? What challenges are facing the world's forests and how can we help?
History Making interpretations and raising questions Explaining significance Finding similarities and differences Seeing change and continuity Identifying causes and consequences	Development of Space Travel – The Last Frontier ⊕ Show an understanding of the concepts of 'civilisation' and 'Empire', and how they have changed over time ⊕ Make conclusions about questions using evidence to justify their thinking ⊕ Use appropriate historical vocabulary to communicate (dates, time period, chronology, century, decade, legacy) ⊕ Use dates and terms accurately in describing events ⊕ I know some important events from the development of Space travel and can explain why I believe they are important; ⊕ I can explain some features of the 'Space Race'; ⊕ I know some details of the first moon landing; ⊕ I know some names and achievements of people involved in the development of space travel e.g. Neil Armstrong, Yuri Gagarin, Katherine Johnson; ⊕ I can use my historical knowledge to make predictions about the future.	Childhood in Cheshire – Victorian Children ⊕ I know some implications of the industrial revolution; ⊕ I know how life changed for children during the Industrial Revolution; ⊕ I know some ways life was different for rich and poor children; ⊕ I know facts about life as an apprentice at Styal Mill; ⊕ I can state some reasons why children should have their contribution to the Industrial Revolution recognised.	Ancient Civilisations – Ancient Maya ⊕ I can identify key dates from the Maya Empire; ⊕ I know how the Maya adapted to settle in their environment; ⊕ I know that the Maya believed in a number of gods; ⊕ I know the legacy of the Maya civilisation, e.g. calendar and number system; ⊕ I can explain different theories about the decline of the Mayan Empire; ⊕ I know that the Maya still exist today. ⊕ Show an understanding of why a civilisation declines or disappears

Develop a sense of chronology	✦ Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past – explain their own ideas about history and use evidence to back this up ✦ Select and use sources of evidence to deduce information about the past ✦ Ask questions and follow a line of enquiry to lead to a conclusion ✦ Understand the concepts of continuity and change over time, representing them with evidence on a timeline ✦ seek out and analyse a range of evidence in order to justify claims about the past ✦ describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children	✦ Use a range of primary sources to ask and answer questions from the time ✦ describe the main changes in a period of history (in terms such as: social, religious, political, technological and cultural) ✦ Be able to place the era studied in the context of chronology and what was happening in other places round the world ✦ understand that no single source of evidence gives the full answer to questions about the past	✦ Be able to place the era studied in the context of chronology and what was happening in other places round the world ✦ describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children' ✦ describe the social, ethnic, cultural or religious diversity of past society			
Big Ideas and Key Assessment Questions	Civilisation and Empire Why do people want to go in to space and has this changed over time? What caused space travel to improve? Who was Katherine Johnson and why are some people celebrated over others? What is an ‘empire’? Can space be ‘conquered’? I can raise complex questions? I can make links in and across my learning? I can justify my thinking? I can show that people may think differently about the same event/person? I can share reasons why some people are remembered more than others.	Civilisation and Empire How did the industrial Revolution change Britain? What was life like for a Victorian child? Was it the same for all children? How do we know about life at this time? What would life have been like in a factory? I can raise complex questions? I can make links in and across my learning? I can justify my thinking? I can show that people may think differently about the same event/person? I can develop an understanding of concepts?	Civilisation and Empire What was happening elsewhere in the world at this time? Can I explain some features of life for the Maya? Why did the Mayan civilisation die out? I can raise complex questions? I can make links in and across my learning? I can justify my thinking? I can show that people may think differently about the same event/person? I can develop an understanding of concepts?			
Computing	Online Safety – 1 lesson per unit ✦ Learning about how permissions work and how to change them ✦ Identifying possible issues with online communication ✦ Considering the effects of screen-time on physical and mental wellbeing ✦ Learning about online bullying and where to seek advice					
Code						
Connect	Data Handling: Mars Rover 1	Skills Showcase: Mars Rover 2	Search Engines	Programming 1: Music	Programming 2: Micro:bit	Creating Media: Stop Motion Animation

Communicate Collect	⊕ Learning the difference between ROM and RAM ⊕ Recognising how the size of RAM affects the processing of data ⊕ Learning the vocabulary associated with data: data and transmit ⊕ Recognising that computers transfer data in binary and understanding simple binary addition ⊕ Relating binary signals (Boolean) to the simple character-based language, ASCII ⊕ Learning that messages can be sent by binary code, reading binary up to 8 characters and carrying out binary calculations ⊕ Understanding how data is collected	⊕ Independently learning how to use 3D design software package TinkerCAD ⊕ Identify ways to improve and edit programs, videos, images etc ⊕ Understanding how bit patterns represent images as pixels ⊕ Learning how the data for digital images can be compressed	⊕ Developing searching skills to help find relevant information on the internet ⊕ Understanding how apps can access our personal information and how to alter the permissions.	⊕ Iterating and developing their programming as they work ⊕ Beginning to use nested loops (loops within loops) ⊕ Debugging their own code ⊕ Writing code to create a desired effect ⊕ Using a range of programming commands ⊕ Using repetition within a program ⊕ Amending code within a live scenario ⊕ Using logical thinking to explore software more independently, making predictions based on their previous experience ⊕ Using a software programme (Sonic Pi or Scratch) to create music	⊕ Learning that external devices can be programmed by a separate computer ⊕ Understanding the fetch, decode, execute cycle	⊕ Decomposing animations into a series of images ⊕ Decomposing a program without support ⊕ Decomposing a story to be able to plan a program to tell a story ⊕ Predicting how software will work based on previous experience ⊕ Writing more complex algorithms for a purpose ⊕ Programming an animation ⊕ Using video editing software or animation software to animate
Key Assessment Questions	Can I explain the difference between ROM and RAM?	Can I apply my skills to a project?	Can I refine my search to find relevant information on the internet?	Can I use a nested loop? Can I write code to achieve a desired affect?	Can I understand the fetch, decode, execute cycle?	Can I decompose animations in to a series of images? Can I decompose to plan a story?

	Can I explain what binary is and can understand simple binary? Can I explain who message can be sent using binary?	Can I show how bit patterns represent images as pixels?	Can I understand how my search results might be affected?	Can I use Scratch to create music?	Can I show how external devices can be programmed by a computer?	Can I programme an animation?
DT	Mechanical Systems – Pop up Book	Digital World - Monitoring devices	Structure - Bridges	Electrical Systems - Doodlers	Food – What could be healthier?	
Knowledge of tools	✦ Evaluating the work of others and receiving feedback on own work ✦ Suggesting points for improvement ✦ Evaluating a completed product against the original design sheet and looking at modifications that could be made to improve the reliability or aesthetics of it ✦ Testing and evaluating an end product and giving point for further improvements ✦ Testing and evaluating an end product and giving point for further improvements					
Responsible designers and makers						
Show innovation						
Work safely						
Knowledge of brief	✦ Designing a popup book which uses a mixture of structures and mechanisms ✦ Naming each mechanism, input and output accurately ✦ Storyboarding ideas for a book ✦ Following a design brief to make a pop up book, neatly and with focus on accuracy ✦ Making mechanisms and/or structures using sliders, pivots and folds to produce movement ✦ Using layers and spacers to hide the workings of mechanical parts	• Researching (books, internet) for a particular (user's) animal's needs. • Developing design criteria based on research. • Generating multiple housing ideas using building bricks. • Understanding what a virtual model is and the pros and cons of traditional and CAD modelling. • Placing and manoeuvring 3D objects, using CAD. • Changing the properties of, or combining one or more 3D objects, using CAD. • Understanding the functional and aesthetic properties of plastics. • Programming to monitor the ambient	✦ Designing a stable structure that is able to support weight ✦ Creating frame structure with focus on triangulation ✦ Making a range of different shaped beam bridges ✦ Using triangles to create truss bridges that span a given distance and supports a load ✦ Building a wooden bridge structure ✦ Independently measuring and marking wood accurately ✦ Selecting appropriate tools and equipment for particular tasks	• Identifying factors that could be changed on existing products and explaining how these would alter the form and function of the product. • Developing design criteria based on findings from investigating existing products. • Developing design criteria that clarifies the target user. -Altering a product's form and function by tinkering with its configuration. • Making a functional series circuit, incorporating a motor. • Constructing a product with consideration for the design criteria. -Carry out a product analysis to look at the purpose of a product along with its strengths and weaknesses.	✦ Following a step by step method carefully to make a recipe ✦ Understanding where food comes from - learning that beef is from cattle and how beef is reared and processed ✦ Understanding what constitutes a balanced diet ✦ Learning to adapt a recipe to make it healthier ✦ Comparing two adapted recipes using a nutritional calculator and then identifying the healthier option ✦ Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove,	

	for an aesthetically pleasing result ⊕ Knowing that an input is the motion used to start a mechanism ⊕ Knowing that output is the motion that happens as a result of starting the input ⊕ Knowing that mechanisms control movement Describing mechanisms that can be used to change one kind of motion into another	temperature and coding an (audible or visual) alert when the temperature rises above or falls below a specified range • Stating an event or fact from the last 100 years of plastic history. • Explaining how plastic is affecting planet Earth and suggesting ways to make more sustainable choices. • Explaining key functions in my program (audible alert, visuals). • Explaining how my product would be useful for an animal carer including programmed features. -To know that a 'device' means equipment created for a certain purpose or job and that monitoring devices observe and record. • To know that a sensor is a tool or device that is designed to monitor, detect and respond to changes for a purpose. • To understand that conditional statements (and, or, if booleans) in programming are a set of rules which are followed if certain conditions are met.	⊕ Using the correct techniques to saws safely ⊕ Identifying where a structure needs reinforcement and using card corners for support ⊕ Adapting and improving own bridge structure by identifying points of weakness and reinforcing them as necessary ⊕ Identifying arch and beam bridges and understanding the terms: compression and tension ⊕ Finding different ways to reinforce structures ⊕ Articulating the difference between beam, arch, truss and suspension	• Determining which parts of a product affect its function and which parts affect its form. • Analysing whether changes in configuration positively or negatively affect an existing product. • To know that series circuits only have one direction for the electricity to flow. • To know when there is a break in a series circuit, all components turn off. • To know that an electric motor converts electrical energy into rotational movement, causing the motor's axle to spin. • To know a motorised product is one which uses a motor to function.	substitute or add additional ingredients ⊕ Writing an amended method for a recipe to incorporate the relevant changes to ingredients ⊕ Designing appealing packaging to reflect a recipe ⊕ Cutting and preparing vegetables safely ⊕ Using equipment safely, including knives, hot pans and hobs ⊕ Knowing how to avoid cross contamination	
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Key Assessment Questions	Can I explain how mechanisms control movement? Can I name mechanisms, input and outputs accurately? Can I suggest points for improvement?	Can I explain what conditional statements are? Can I explain what a sensor is for? Can I explain what a 'device' is? Can I explain the key functions of my device?	Can I reinforce a structure, identifying points of weakness? Can I mark and measure wood accurately? Can I select and use appropriate tools for a task?	Can create a design criteria that clarifies the target user? Can I analyse a product by its purpose? Can I analyse a product by its strengths and weaknesses?	Can I explain where a variety of foods are from? Can I design appealing packaging to a design brief? Can I adapt a traditional recipe, considering the nutritional value?	
PE	Netball	Tag Rugby	Gymnastics	Dance	Tennis	Athletics
Skill	Evaluate ⊕ 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.					
agility						
balance						
co-ordination						
health and fitness						
co-operative and competitive						
	Throwing and catching ⊕ Consolidate different ways of throwing and catching, and know when each is appropriate in a game. Passing a ball: ⊕ Pass a ball with speed and accuracy using appropriate techniques in a game situation. Possession: ⊕ Keep and win back possession of the ball effectively in a team game. Using space: ⊕ Demonstrate an increasing awareness of space Attacking and defending: ⊕ Choose the best tactics for attacking and defending. ⊕ Shoot in a game.	Tag Rugby ⊕ Select ideas to compose specific sequences of movements, shapes and balances. ⊕ Adapt their sequences to fit new criteria or suggestions. ⊕ Perform jumps, shapes and balances fluently and with control. ⊕ Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be in relation to the base of the balance. ⊕ Confidently use equipment to vault in a variety of ways.	Gymnastics ⊕ Identify and repeat the movement patterns and actions of a chosen dance style. ⊕ Compose individual, partner and group dances that reflect the chosen dance style. ⊕ Develop an awareness of their use of space. ⊕ Demonstrate imagination and creativity in the movements they devise in response to stimuli. ⊕ Use transitions to link motifs smoothly together. ⊕ Improvise with confidence, still demonstrating fluency across the sequence.	Dance ⊕ Identify and repeat the movement patterns and actions of a chosen dance style. ⊕ Compose individual, partner and group dances that reflect the chosen dance style. ⊕ Develop an awareness of their use of space. ⊕ Demonstrate imagination and creativity in the movements they devise in response to stimuli. ⊕ Use transitions to link motifs smoothly together. ⊕ Improvise with confidence, still demonstrating fluency across the sequence.	Tennis Striking and hitting: ⊕ Explore when different shots are best used and perform them with control and accuracy. Using space: ⊕ Demonstrate an increasing awareness of space	Athletics Running: ⊕ 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. Jumping: ⊕ Improve techniques for jumping for distance. Perform an effective standing long jump.

		⊕ Apply skills and techniques consistently. ⊕ Develop strength, technique and flexibility throughout performances. ⊕ Combine equipment with movement to create sequences.			⊕ 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. Throwing: ⊕ Perform a fling throw. ⊕ Throw a variety of implements using a range of throwing techniques. ⊕ Continue to develop techniques to throw for increased distance.
Key Assessment Questions	Can you select and perform appropriate shots using control and accuracy? Can you travel with a ball effectively? Can you select the correct pass in a game situation? Can you maintain ball possession in a team game?	Can you apply skills and techniques learnt to a sequence? Can you perform jumps, shapes and balances fluently and with control?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances that reflect the chosen dance style?	Can you select and perform appropriate shots using control and accuracy?	Can you show me how to run, jump and throw using a variety of techniques?
RE Religious tolerance Reflection Self-Understanding Wonder	Islam		Sikhism	Christianity	
	Why are the Five Pillars important to Muslims for their daily lives?	How is a Muslim way of life expressed at home and in the community?	How are the values of community and equality shown through the Sikh way of life? Why is community and equality important to Sikhs?	Which beliefs do we find hard to understand in Christianity?	How and why do Christians worship? What are the benefits for believers?
	⊕ I can identify, describe, and explain key Muslim beliefs related to Allah (God).	⊕ I can describe how Muslims believe that to have 'inner peace with God' humans must follow &	⊕ I can explain how Sikhs believe in all pathways leading to God.	⊕ I can evaluate how Christians around the world celebrate the good news of	⊕ I can explain how Christians seek to live to advance the Kingdom of God on
					Free Choice Unit
					What is the Bahai faith?
					⊕ I can explain why worshippers chose a particular place to worship and belong

Sense of Community Open-mindedness	✚ I can name the Five Pillars and explain why they are important to the majority of Muslims. ✚ I can explain how Muslims’ organisations help people in need.	submit to Allah’s guidance & will. Including Jihad to have ‘inner struggle with oneself’ to make oneself a better Muslim. ✚ I can explain & assess how all Muslims are part of the ‘Ummah’ by showing how the Five Pillars enable Muslims to have peace with God. ✚ I can explain how Muslims’ organisations help people in need.	✚ I can describe the founder of Sikhi, Guru Nanak and recall key events in his life. ✚ I can describe what happens in the Gurdwara ✚ I can explain the symbolism of the 5Ks for some Sikhs. ✚ I can analyse how Sikhs show community and equality in their lives.	Jesus at Christmas. (Incarnation) ✚ I can explain how the life of Jesus was a sacrifice. ✚ I can describe how references to Jesus’ death and resurrection found in the Church (artefacts, ritual, or text) reinforce the Christian idea of forgiveness.	Earth through the lives they lead. ✚ I can evaluate diverse Christian expressions of worship	✚ I can describe some features of the Baha’i faith ✚ I can connect my ideas
Key Assessment Questions	Can I explore eye witness accounts of faith, and explain different ways of seeing the world? Can I observe and explain dimensions of religions, showing similarities and differences? Can I discuss tricky concepts with an open mind and listen to the ideas of others?	Can I explore eye witness accounts of faith, and explain different ways of seeing the world? Can I observe and explain dimensions of religions, showing similarities and differences? Can I discuss tricky concepts with an open mind and listen to the ideas of others?	Can I describe the five pillars of Islam, explaining their importance to Muslims? Can I discuss the idea of pilgrimage in religion and explain how this might feel to be part of? Can I make comparisons with other religions I have studied and express opinions with respect?	Can I discuss my own and others’ spiritual experiences? Can I understand the importance of family in Islam? Can I see how a sense of community can be both at home and with the wider world?	Can I describe some features of the Sikh faith? Can I discuss the idea of community and quality in relation to religion? Can I make informed responses to ultimate questions? Can I show respect for other views in my responses?	Can I explain why worshippers chose a particular place to worship and belong? Can I describe some features of the Baha’i faith? Can I connect my ideas?
Music	Livin’ on a Prayer	Classroom Jazz 1 Winter Performance	Make You Feel My Love	The Fresh Prince of BelAir	Dancing in the Street	Summer Performance
Listen and appraise Sing and play	Listen and Appraise ✚ To recognise other songs from a given style ✚ Consider the historical context of the songs. ✚ To identify and move to the pulse with ease ✚ To think about the message of songs			Can I sing some songs by heart and know who sang or wrote them? Can I recognise other songs from a given style? Can I consider the historical context to a song? Can I use terms such as texture, dynamics, tempo, rhythm, features and pitch when I discuss songs and how they combine to make you feel?		

Composing Improvise Performance	⊕ To compare two songs in the same style ⊕ To talk about the musical dimensions working together and how you feel Sing and Play ⊕ To confidently sing with a strong internal pulse. ⊕ To choose a song and be able to talk about: -main features -singing in unison, the solo, lead vocal, backing vocals -lyrics ⊕ To sing in unison and to sing backing vocals. ⊕ To be aware of how you fit into a group. ⊕ To know and be able to talk about: - Different ways of writing music down – - The notes C, D, E, F, G, A, B + C on the treble stave ⊕ Play a musical instrument with the correct technique. - Select and learn an instrumental part ⊕ To rehearse and perform their part Compose and Improvise ⊕ To know three well-known improvising musicians. ⊕ To talk about the structure of a composition ⊕ Create simple melodies using up to five different notes and simple rhythms - Explain the keynote or home note ⊕ Record the composition in any way appropriate that recognises the connection between sound and symbol Perform ⊕ Consolidate previous skills ⊕ To talk about the venue and how to use it to best effect.		
	Can I express how music makes me feel? Can I sing confidently with a strong internal pulse? Can I show an awareness of being 'in tune'? Can I name and find the notes C D E F G A B on a treble stave? Can I rehearse and perform my part? Can I lead the music? Can I improvise using instruments with little preparation? Can I name musicians who like to improvise? Can I use riffs I have heard in my own music? Can I reflect on and make musical decisions? Can I show planning and careful consideration about my performances? Can I think about the experience of the audience when I perform? Can I record and reflect on my performance?		
RSHE manage relationships how and who to ask for help unique individuals recognise beauty in difference express emotions and opinions respectfully manage risk			
	My Healthy Self Connecting with Others	The Online World Citizenship	Growing Up Staying Safe
	<i>How can I support my mind and body as I grow?</i> I know how to read food labels to make informed choices. I know different types of physical activity. I can build more movement into my daily routine. I can recognise when emotions begin to build up. I can use strategies to self-regulate and identify where to go for help.	<i>How am I influenced by what I see online?</i> • I know how advertising, influencers and online persuasion can influence choices. • I know how people may be encouraged to spend money online and offline. • I can recognise possible scams. I can use strategies to protect myself if I feel pressured online.	<i>How can I manage the changes to my body and emotions as I grow up?</i> • I know how puberty can affect feelings, behaviour and relationships. • I know about personal hygiene, periods and personal boundaries during puberty. • I can show kindness and respect during puberty. I can identify who to talk to for support during puberty.

know rights and responsibilities of my citizenship	Why are healthy relationships important? • I know how values and experiences can influence choices. • I know about commitment and support within families. • I know where to get help if home feels unsafe. • I can identify what makes friendships healthy. I can manage friendship challenges.		How can we make a difference in our communities and beyond? • I know the roles of people who care for others in the community. • I know how community groups help improve local life. • I know how local councillors and Parliament help make decisions that affect society. • I can explain how democracy works. I can consider how I can make a difference in my community.		How can we be in control of our money? • I know the difference between needs and wants. • I know what borrowing and interest mean. • I know the risks linked to money, including online money and the dangers of gambling. • I can create a simple weekly budget. I can explain how to keep money safe.	
Key Assessment Questions	How would you check if a food is a healthy choice? • What do you do when your feelings start to feel overwhelming? • How does being physically active help your mental health? What makes a friendship healthy? • What could you do if a friendship was making you feel unhappy? • Where could you go for help if you felt unsafe at home?		How might adverts or influencers online try to change what you do or buy? • What does a scam look like, and how can you protect yourself? • What would you do if someone online was pressuring you? What is democracy and how does it work? • Who makes decisions that affect your local area? • What could you do to make a positive difference in your community?		How might puberty affect the way you feel about yourself and others? • What hygiene habits become important as you go through puberty? • Where can you go for support if puberty feels overwhelming? • What is the difference between something you need and something you want? • How would you plan a budget for a week? • Why can borrowing money or gambling be risky?	
MFL	French Monster Pets	Space Exploration	Shopping in France	Verbs in a French Week	French Speaking World	Meet my French Family
Read fluently	⌘ Look for information in an unknown text	⌘ Use metaphors to write calligrams	⌘ Numbers 1-100	⌘ Demonstrate bilingual dictionary skills	⌘ Revise compass points	⌘ French vocabulary for family members and relatives
Write imaginatively	⌘ Practise the correct article and develop knowledge of word order	⌘ Practise longer sentences to compare planets	⌘ Words for fruits and paying	⌘ Recognise and use different pronouns	⌘ Learn where French speaking countries are located in the world	⌘ Write descriptive phrases about family
Speak confidently	⌘ Match written descriptions with pictures	⌘ Add justifications because...	⌘ Tell a tale	⌘ Choose the correct ending of –er verbs to go with the pronoun	⌘ Make statements beginning ‘il y a...’	⌘ Understand and express opinions
Understand culture			⌘ Ask and answer questions when shopping		⌘ Listen to a French weather forecast and identify key features	⌘ Read a text and identify clues about a family member

Key Assessment Questions	Can I speak with confidence the vocabulary taught to me including 'I have', pets, food and hobbies? Can I write simple sentences in French? Can I ask and answer questions in French, building to a short conversation? Can I read simple French words and phrases?				
Art Developing Ideas Master techniques Explore line, pattern and texture Take inspiration from the greats.	Developing Ideas				
	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works				
	Keep notes which consider how a piece of work may be developed further adapt work as and when necessary and explain why				
	Master techniques – Drawing				
	Work in a sustained and independent way to create a detailed drawing				
	Develop a key element of their work: line, tone, pattern, texture				
	Use different techniques for different purposes i.e. shading, hatching within their own work				
	Have opportunities to develop further simple perspective in their work using a single focal point and horizon				
	Begin to develop an awareness of composition, scale and proportion in their paintings				
	Use drawing techniques to work from a variety of sources including observation, photographs and digital images				
	Develop close observation skills using a variety of view finders				
	Master techniques – Painting				
	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.				
	Mix and match colours to create atmosphere and light effects				
	Mix colour, shades and tones with confidence building on previous knowledge				
	Start to develop their own style using tonal contrast and mixed media				
	3D				
	Work in a safe, organised way, caring for equipment. Secure work to continue at a later date				
	Show experience in combining pinch, slabbing and coiling to produce end pieces				
	Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining.				
	Texture, pattern, colour, line and tone				
	Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops.				
	Taking inspiration from the greats				
	Recognise the art of key artists and begin to place them in key movements or historical events.				
	Identify artists who have worked in a similar way to their own work.				
	Explore a range of great artists, architects and designers in history				
Key Assessment Questions	Develop ideas	Master techniques – drawing and painting	3D	Texture, pattern, colour, line and tone	Taking inspiration from the greats
	Can you use sketchbooks to collect and record visual	Show me how you control the types of marks made and experiment with different effects and textures	Can you combine pinch, slabbing and coiling to produce end pieces?	Can you use tones and tints, light and shade?	Can you recognise the art of key artists and begin to place them in key

	information from different sources?				movements of historical events?
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