Year 5 & 6 Curriculum Overview Year A

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Spoken language	**Spoken language is developed across the curriculum and underpins the development of reading and writing. When reading aloud to a range of audiences, children should use punctuation to determine intonation and expression**.					
	Listen to a discuss a wide range of texts Identify and discuss themes in different texts Read aloud their own writing using intonation, tone, volume and action Explain and discuss what they have read including through formal presentations and debates, maintaining a focus on the topic Discuss and evaluate how authors use figurative language, considering the impact on the reader Ask questions to improve Understanding of texts Participate in discussions about books they read Prepare poem and play scripts to read aloud showing understanding through intonation, tone, volume and action Use standard English when speaking aloud					
Reading – word reading	Use knowledge of root words to understand meanings of words Apply knowledge of prefixes to understand meaning of new words Use suffixes to understand meanings e.g. -ant, -ance, -ancy, ent, ence, -ency, -ible, -able, -ibly, -ably, Read and understand meaning of words on Y5/6 word list Use punctuation to determine intonation and expression when reading aloud to a range of audiences Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment Use suffixes to understand meanings e.g. –cious, -tious, -tial, -cial Read and understand meaning of words on Y5/6 word list – see bottom Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin Employ dramatic effect to engage listeners whilst reading aloud Read extensively for pleasure Skim texts to ascertain the gist Use a combination of scanning and close reading to locate information Evaluate texts quickly in order to determine their usefulness or appeal Understand underlying themes, causes and consequences within whole texts Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives) Recognise authors' techniques to influence and manipulate the reader					
Reading- Comprehension	**To establish an appreciation and love of reading and to gain knowledge across the curriculum children are encouraged to read fiction and non- fiction beyond those which they can read independently to develop knowledge of themselves and the world in which they live. They regularly listen to a novel read aloud by the class teacher.**					
	Through guided reading and reciprocal reading children will be taught to do following: Check the text makes sense, explain the meaning of words in context, ask questions to improve their understanding, draw inferences such as inferring characters' feelings, thought and motives from their actions, justifying their inferences with evidence from the text, predicting what will happen from details stated and implied, identify the main ideas and summarise these and identify how language, structure and presentation contribute to meaning. Maintain positive attitudes to reading and understanding what they read by: Listening to and discussing a range of fiction, poetry, plays and non- fiction					

	Summarising main ideas drawn from more than one paragraph and identifying key details which support this Exploring themes within and across texts e.g. loss, heroism, friendship Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience Making comparisons within a text e.g. characters' viewpoints of same events Inferring characters feelings, thoughts and motives from their actions and justifying inferences Analysing the conventions of different types of writing e.g. use of first person in autobiographies and diaries Re-read and reads ahead to locate clues to support understanding Reading books and texts that are structured in different ways for a range of purposes Learning a wider range of poems by heart Scanning for key words and text marking to locate key information Expressing preferences about a wider range of books including modern fiction, traditional stories and myths and legends
Writing Composition	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters, e.g. knight, psalm, solemn Continue to distinguish between homophones and other words which are often confused Plan their writing by: Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) Evaluate and edit by: Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
	Children are to revise words and spelling patterns from recent years. Throughout Year 5/6, the Year 5 and year 6 common exception words should be an essential aspect of pupils' spelling when writing. These words should be taught repetitively.

Spelling Y5	Words with endings that sound like/shuhs/ spelt with –cious Words with the short vowel sound /i/ spelt with y Words with the long vowel sound /i/ spelt with y Homophones & near homophones	Words with 'silent' letters Modal verbs Words ending in 'ment' Adverbs of possibility and frequency Statutory Spelling Challenge Words	Creating nouns using -ity suffix Creating nouns using -ness suffix Creating nouns using -ship suffix Homophones & Near Homophones	Words with an /or/ sound spelt 'or' Words with /or/ sound spelt 'au' Convert nouns or adjectives into verbs using the suffix –ate Convert nouns or adjectives into verbs using the suffix –ise Convert nouns or adjectives into verbs using the suffix –ify Convert nouns or adjectives into verbs using the suffix –en	Words containing the letter string 'ough' Adverbials of time Adverbials of place Words with an /ear/ sound spelt 'ere' Statutory Spelling Challenge Words	Unstressed vowels in polysyllabic words Adding verb prefixes de- and re- Adding verb prefix over- Convert nouns or verbs into adjectives using suffix –ful Convert nouns or verbs into adjectives using suffix –ive Convert nouns or verbs into adjectives using suffix –al
Spelling Y6	Ambitious Synonyms: Adjectives Homophones & Near Homophones Nouns that end in -ce/-cy and verbs that end in -se/-sy Adjectives ending in -ant into nouns ending in –ance/-ancy Hyphens: To join a prefix ending in a vowel to a root word beginning with a vowel. Hyphens: To join compound adjectives to avoid ambiguity	Words ending in –able Words ending in –ably Word families based on common words, showing how words are related in form and meaning Creating diminutives using prefixes micro- or mini-	Adding suffixes beginning with vowel letters to words ending in –fer Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Words with a long /e/ sound spelt 'ie' or 'ei' after c (and exceptions) Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge Words	Words with endings which sound like /shuhl/ after a vowel letter Words with endings which sound like /shuhl/ after a consonant letter Words with a 'soft c' spelt /ce/ Word families based on common words, showing how words are related in form and meaning Statutory Spelling Challenge	Word families based on common words, showing how words are related in form and meaning Words that can be nouns and verbs Words with a long /o/ sound spelt 'ou' or 'ow' Words ending in -ible Words ending in -ibly	Synonyms & Antonyms
Grammar and Punctuation	Capital letters and full stops Relative pronouns Commas to show parenthesis Relative clauses Using brackets Commas to change meaning		Relative clauses Word classes De. Dis and mis prefixes Identify verb forms Past perfect progressive Present perfect progressive		Apostrophes for possession Verb forms Apostrophes Standard English Punctuation Mixed Skills	

	Dashes for parenthesis Modal verbs Suffixes –ate, -ise and –ify Speech punctuation Adjective Adverbs Mixed Skills	Subordinate clauses Apostrophes for plural possession Speech punctuation Clauses Mixed Skills	
Handwriting	Maintain legibility in joined handwriting when writing at speed		

Maths	**<u>Number – Place Value</u>** Number to 10,000. Roman numerals to 1,000. Round to the nearest 10, 100 and 1000. Number to 100,000. Compare and order numbers to 100,000. Round numbers within 100,000. Numbers to a million. Counting in 10s, 100s, 1,000s, 10,000s and 100,000s. Compare and order numbers to a million. Round numbers to a million. Negative numbers. Numbers to ten million Compare and order any number Negative numbers Round any numbers	**<u>Number: Fractions</u>** Equivalent fractions. Improper fractions to mixed numbers. Mixed numbers to improper fractions. Number sequences. Compare and order fractions less than 1. Compare and order fractions greater than 1. Add and subtract fractions. Add fractions within 1. Add 3 or more fractions. Add fractions. Add mixed numbers. Subtract fractions. Subtract mixed numbers. Subtract –breaking the whole. Subtract 2 mixed numbers.	**<u>Number: Ratio</u>** Use ratio language. Ratio and fractions. Introducing the ratio symbol. Calculating ratio. Using scale factors. Calculating scale factors. Ratio and proportion problems. **<u>Number: Decimals and Percentages</u>** Decimals up to 2 d.p. Decimals as fractions (1). Decimals as fractions (2). Understand thousandths. Thousands as decimals. Rounding decimals. Order and compare decimals. Understand percentages.	**<u>Measurement: Converting Units</u>** Kilograms and kilometres. Milligrams and millilitres. Metric units. Imperial units. Converting units of time. Timetables. **<u>Number: Algebra</u>** Find a rule – one step Find a rule – two step Forming expressions Substitution Formulae Forming expressions Solve simple one-step equations Solve two-step equations Find pars of values (1) Find pairs of values (2)	**<u>Geometry: Properties of Shape</u>** Measuring angles in degrees. Measuring with a protractor (1). Measuring with a protractor (2). Drawing lines and angles accurately. Calculating angles on a straight line. Calculating angles around a point. Calculating lengths and angles in shapes. Regular and irregular polygons. Reasoning about 3D shapes. Vertically opposite angles Angles in a triangle Missing angles Angles in a regular polygon and quadrilaterals.	Consolidation and extension of previously taught objectives **<u>Consolidation</u>** Four operations Fractions, decimals and percentages Measure Investigations

	Number- Four Operations Add whole numbers with more than 4-digits (column method). Subtract whole numbers with more than 4-digits (column method). Round to estimate and approximate. Inverse operations (addition and subtraction). Multi-step addition and subtraction problems. Add and subtract whole numbers **Number – Multiplication and Division** Multiply 4-digits by 1-digit. Multiply 2-digits (area model). Multiply 2-digits by 2-digits. Multiply 3-digits by 2-digits. Multiply 4-digits by 2-digits. Divide 4-digits by 1-digit. Divide with remainders. Multiples. Factors. Common factors. Prime numbers.	Multiply unit fractions by an integer. Multiply non-unit fractions by an integer. Multiply mixed numbers by integers. Fraction of an amount. Using fractions as operators. •Simplify fractions Fractions on a number line Divide fractions by integers Four rules with fractions (Fractions carries over to Spring 1 for Year 5)	Percentages as fractions and decimals. Equivalent F.D.P Three decimal places Multiply by 10, 100 and 1,000 Divide by 10, 100, 1,000 Multiply decimals by integers Divide decimals by integers Decimals to solve fractions Decimals to fractions Fractions to decimals **Number: Decimals** Adding decimals within 1. Subtracting decimals within 1. Complements to 1. Adding decimals – crossing the whole. Adding decimals with the same number of decimal places. Subtracting decimals with the same number of decimal places. Adding decimals with a different number of decimal places. Subtracting decimals with a different number of decimal places. Adding and subtracting whole and decimals. Decimal sequences. Multiplying decimals by 10, 100 and 1000.	**Measurement: Perimeter, Area and Volume** What is volume? Compare volume. Estimate volume. Estimate capacity Measure perimeter Calculate perimeter Area of a rectangle Area of compound shapes Area of irregular shape Area of a triangle Area of a parallelogram Volume of a cuboid **Statistics** Complete, read and interpret information in tables including timetables. Solve comparison, sum and difference problems using information presented in a line graph. Read and interpret line graphs and pie charts Draw line graphs and pie charts Circles Pie chart with percentages The mean	Draw shapes accurately Nets of 3D shapes **Geometry: Position and Direction** Position in the first quadrant and in four quadrants Reflection. Reflection with coordinates. Translation. Translation with coordinates.	

	Square numbers. Cube numbers. Multiplying by 10, 100 and 1000. Dividing by 10, 100 and 1000. Multiples of 10, 100 and 1000. Short division Divison using fractions Long division (1) Long division (2) Long division (3) Long division (4)		Dividing decimals by 10, 100 and 1,000.			

Science	Throughout Science lessons pupils should ask scientific questions, use observations and knowledge to answer questions, make predictions and set up a fair test or line of enquiry. They should be able to gather, record and present data using diagrams, tables, keys and bar charts. From their investigations pupils should be able to draw conclusions and suggest improvements. Throughout their topic, pupils will learn the scientific vocabulary appropriate to support their learning.					
	Living things and their Habitats – Illustrating Life Cycles	**Properties of materials – Materials Consultants**	**The Human Species**	**Theatre lightning Technicians**	**Electric Art**	**Medical Manoeuvres**
	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals	Compare and group together everyday materials on the basis of their properties, including their hardness, transparency, and conductivity (electrical and thermal) Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Describe the changes as humans develop to old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are	Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches Use recognised symbols when representing a simple circuit in a diagram	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and

			transported within animals, including humans	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them		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 Describe the changes as humans develop to old age Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit -Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the

						on/off position of switches Use recognised symbols when representing a simple circuit in a diagram Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

Topic	Our Linked Learning enquiry curriculum supports children to develop their key skills in History and Geography. These can then be transferred into other situations. Art and Design and Design Technology are taught alongside these themes to further develop cross-curricular links. ICT, applied Maths and Literacy skills are also developed alongside each enquiry.					
	South American	**Crime and Punishment (Local Study)**	**Egyptians**	**River Nile**	**Tudors**	**Mountains**

History and Geography	South American To find out about the location and countries of South America. To find out about the climate in South America. To find out about the major mountain ranges of South America. To find out about the human geography of South America. To be able to carry out an in-depth study of a South American country. To find out about trade and industry in South America. **Crime and Punishment (Local Study)** To introduce the broad trends of crime and punishment from the Romans to the 21st century To explore and punishment in the Anglo-Saxon and Viking period To explore crime and punishment in the early modern period. To be able to carry out a local study of Bedford Gaol To explore the life and imprisonment of John Bunyan To understand who John Howard is and his role with penal reform To recap the history of crime and punishment and compare it to today.	Egyptians To place key events from the ancient Egyptian period on a timeline. To find out how society in ancient Egypt was organised. To find out who the pharaohs were and why they were important. To find out about ancient Egyptian gods and goddesses. To find out about the pyramids of ancient Egypt. To investigate the inventions and achievements of the ancient Egyptians. **River Nile** To be able to describe the location and features of the River Nile. To be able to describe the journey of the River Nile from source to mouth. To find out the positive and negative effects of the Aswan High Dam on the River Nile. To explore the physical and human geography of the Nile Delta. To explore uses for the River Nile and how these have changed over time. To be able to describe in detail a journey up the River Nile in Egypt.	Tudors To be able to place the Tudors on a timeline and identify features of the period. To distinguish between wealth and poverty in Tudor times. To identify the features of Tudor buildings and consider how comfortable they would have been. To use inventories to find out about the lives of people in the Tudor period. To find out what life was like for poor people in Tudor times. To find out about the lives of rich people in Tudor times. To be able to compare the lives of rich and poor Tudors. To explore the illnesses and diseases that were common in Tudor times and discover how they were treated. To explore how the physical and human geography of England has changed since the Tudor era. To locate the countries and oceans Tudor explorers such as Francis Drake travelled to and discovered. **Mountains** To be able to discover what mountains are and where the major mountain ranges are in the world. To learn the names of famous mountains and find key facts about each one. To investigate why mountains have their own climate and explore data for particular mountains. To investigate what makes mountains popular tourist destinations and compare these destinations between seasons. To evaluate the positive and negative impacts tourism has on mountain environments.

Art and Design	**Bodies Art**	**Egyptian Art**	**Tudor Art**
	To improve mastery of art and design techniques, including drawing in the context of felt tip, charcoal, pen drawings To learn about great artists, architects and designers in history in the context of Julian Opie, Henry Moore, Giacometti and Vivienne Westwood To create sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. To improve their mastery of art and design techniques in the context of making maquettes. To improve their mastery of art and design techniques in the context of making 3D models. To improve mastery of art and design techniques, in the context of making paper clothes	To improve mastery of art and design techniques, including drawing in the context of pencil, charcoal, pen drawings To use sketch books to record observations and use them to review and revisit ideas in the context of the drawing activity. To learn about great artists, architects and designers in history in the context of David Hockney, Man Ray and Fernand Leger To improve mastery of art and design techniques, including clay in the context of clay facemasks. To improve mastery of art and design techniques, including sculpture in the context of modelling masks in papier mache. To improve their mastery of art and design techniques, including painting in the context of painting Egyptian masks.	To improve mastery of art and design techniques, including drawing in the context of pencil drawings. To improve mastery of art and design techniques, including drawing in the context of recording observations as a drawing. To improve their mastery of art and design techniques, including painting. To use a variety of materials such as tissue paper, paint and card. To learn about the Tudor Rose and its history. To compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. To apply their experience of materials and processes, including drawing, developing control of tools and techniques.
Design and Technology	**South American Banquet**	**shaduf**	**Tudor crown**
	To learn and research the history and culture of the foods from South America. To know that a healthy diet is made up from a variety and balance of different food and drinks. To be able to know that food is grown, reared and caught in the UK, Europe and the wider world. To learn how to prepare and cook a variety of savoury foods safely and hygienically including, where appropriate, the use of a heat source To be able to follow instructions, including weighing ingredients. To use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	To research and develop ideas that are fit for purpose. To develop and model ideas through annotated sketching. To select and plan from a wide range of tools and equipment in order to perform practical tasks To identify the tools needed in order to cut, shape, join and finish using wood. To investigate and analyse a range of existing products. To be able to evaluate their ideas and products against their own design.	To generate and develop ideas through discussion. To select from and use a wide range of tools and equipment for cutting, joining and finishing. To select from and use a wide range of materials according to their functional properties To apply their understanding of how to strengthen, stiffen and reinforce more complex structures. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Computing	**We are adventure gamers**	**We are computational thinkers**	**We are advertisers**	**We are network technicians**	**We are travel writers**	**We are publishers**
	Making a text-based adventure game Learn some of the syntax of a text-based programming language Use commands to display text on screen, accept typed user input, store and retrieve data using variables and select from a list Plan a text-based adventure with multiple 'rooms' and user interaction Thoroughly debug the program.	**Mastering algorithms for searching, sorting and mathematics** Develop the ability to reason logically about algorithms Understand how some key algorithms can be expressed as programs Understand that some algorithms are more efficient than others for the same problem Understand common algorithms for searching and sorting a list Appreciate algorithmic approaches to problems in mathematics.	**Creating a short television advert** Think critically about how video is used to promote a cause Storyboard an effective advert for a cause Work collaboratively to shoot suitable original footage and source additional content, acknowledging intellectual property rights Work collaboratively to edit the assembled content to make an effective advert.	**Exploring computer networks including the internet** Appreciate that computer networks transmit and receive information digitally Understand the basic hardware needed for computer networks to work Understand key features of internet communication protocols Develop a basic understanding of how domain names are converted to numerical IP addresses.	**Using media and Mapping to document a trip** Research a location online using a range of resources appropriately. Understand the safe use of mobile technology, including GPS. Capture images, audio and video while on location Showcase shared media content through a mapping layer.	**Creating a yearbook or magazine** Manage or contribute to large collaborative projects, facilitated using online tools Write and review content Source digital media while demonstrating safe, respectful and responsible use Design and produce a high-quality print document.
PSHCE	**Being My Best**	**Valuing Difference**	**Keeping Myself Safe**	**Rights & Responsibilities**	**Me & My Relationships**	**Growing & Changing**
	Aspirations & goal setting Managing Risk Looking after my mental health.	Recognising & celebrating difference. Recognising & reflecting on prejudice-based bullying. Understanding bystander behaviour. Gender stereotyping	Understanding emotional needs. Staying safe online Drugs: norms & risks (incl. the Law)	Understanding media bias, incl. social media. Caring: communities & the environment Earning & saving money. Understanding democracy.	Assertiveness Co-operation Safe/Unsafe touches Positive Relationships	Coping with changes Keeping safe Body image Sex Education Self-Esteem
Physical Education	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.					

	Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best.					
	Netball To understand the footwork rule. To perform ball handling skills with control and consistency within small-sided competitive game activities. To develop spatial awareness in order to be able to move into a space to receive the ball To select and apply skills and attacking/defending strategies within small-sided competitive games. To develop tactical attacking play by varying speed of movement, direction and communication. To develop an accurate shooting technique. To select and apply, skills and attacking / defending strategies within small-sided competitive games. small-sided competitive game activities.	**Dance** To explore travelling actions to link developed motifs. To explore rock n roll steps and link together into a movement phrase. To further explore movements through matching and mirroring a partner. To show an understanding of the characteristics of a given dance style from a given era. To link at least 2 different dance styles together to perform a dance composition with a partner. To observe and give feedback using dance terminology	**Hockey** To be able to hold the stick accurately and pass with good accuracy. To be able to confidently select and apply the skills in order to shoot accurately. To demonstrate good positional awareness in order to intercept and tackle other players correctly. To be able to create tactical solutions from a given scenario. To be able to be able to combine basic hockey skills such as dribbling and push pass. To be able to use communication and team work skills to play as a team against an opponent.	**Gymnastics** To select 2 press and go actions showing different shapes and perform them with clarity. To link 2 press and go short movement phrases to create a continuously moving sequence showing variations in speed, level and direction. To create a rebound phrase linking 3 different types of jump and show various ways of involving apparatus in the performance of rebound actions. To involve 2 pieces of apparatus in various ways in the performance of a rebound action and 2 press and go actions showing natural transitions. To create a continuously moving floor and apparatus sequence including a rebound action and 2 press and go actions showing clarity.	**Cricket** To be able to throw and catch accurately, identifying the correct technique with a given scenario. To be able to develop batting technique and understand the importance of batting. To be able to begin bowling overarm and build on the effectiveness of the technique. To understand the rules, roles and regulations in Cricket. To be able to improve the accuracy of batting and bowling. To be able to understand the different types of batting and their effectiveness for a given scenario. .	**Rounders** To throw and catch a ball accurately demonstrating good accuracy. To develop the consistency of throwing skills. To develop batting skills in Rounders, using good special awareness areas to hit into. To use good communication skills in order to develop a range of fielding techniques. To develop the understanding of the rules of Rounders and confidently demonstrate them. To develop the throwing technique with good accuracy.

				To remember, improve and perform a continuously moving floor and apparatus sequence including a rebound action and 2 press and go actions showing clarity.		
	Gymnastics To link different types of gymnastics actions into a matching pair sequence performed in unison. To incorporate matching and mirroring within a pair sequence and perform it with moments of unison and canon. To incorporate a moment of meeting and parting within a pair sequence which shows 2 – 4 different partner relationships. To improve the quality of performance of a pair sequence To adapt a pair sequence to show variety in speed, level and direction and to create a new compositionally developed sequence incorporating 6 – 8 actions.	**Football** To develop control and accuracy, when passing and receiving. To be able to dribble and turn with ball under control various different situations. To develop shooting technique, developing power then accuracy. To develop team play of passing the ball and moving into space. To introduce tackling and refine and practice the skills learnt in increasingly challenging game situations. To observe and evaluate others' work focusing on effective performance, including basic attacking play.	**Outdoor Adventure Activities** To be able to follow instructions and listen to others. To be able to understand what a map is and follow a basic route. To learn about different type of maps and to understand how to orientate it. To use a compass to find a variety of directions. To use a scale in order to calculate distance. To design their own orienteering map.	**Health Related Fitness** To understand the importance of being physically fit and how they can test their own abilities. To develop skills required to improve their components of fitness to improve physical activity performance and lead to a healthy lifestyle. To be able to understand different fitness methods and explain how they work. To be able to identify their resting and working heart rate targets. To coach and encourage peers to improve their performance. To accurately measure their exercising heart rate to evaluate their work rate.	**Athletics** To understand and experience interval training to improve fitness for athletic competition. To work effectively with a training partner to complete the demands of the training session. To understand and experience long slow distance training to improve fitness for athletic competition. To work effectively with a training partner to complete the demands of the training session. To practise running, jumping and throwing techniques for athletic competition. To record and judge own and partner's performance accurately.	**Tennis** To understand importance of having good agility, balance and coordination in tennis To understand the ready position. To understand the different types of striking, showing good accuracy. To use techniques to deliver a front hand and back hand shot. To demonstrate good positional movement and stances in order to be ready to serve and react. To be able to apply Tennis skills in to a rally.

	To remember, improve and perform a compositionally developed sequence incorporating 6 – 8 actions					

RE	**U2:1 What does it mean if Christians believe God is holy and loving?**	**U2:2 Creation and science: conflicting or complementary?**	**U2:10 What will make our community a more respectful place?**	**U2:4 How and why do some people inspire others? Examples from Sikhs, Hindus, Jews, Muslims**	**U2:7 What helps Hindu people as they try to be good?**	**U2:1 What does it mean if Christians believe God is holy and loving?**
	Make sense of belief Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms **Understand the impact** Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed Show how Christians put their beliefs into practice in worship **Make connections** Weigh up how biblical ideas and	**Make sense of belief** Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations **Understand the impact** Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together **Make connections** Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or	**Make sense of belief** Explain beliefs about the value of religious and cultural diversity in their local town/community Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam Compare their ideas about respect for all with those studied **Understand the impact** Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community Give examples of the impact of interfaith work in their community. **Make connections** Raise questions about how we can be	**Make sense of belief** Explain beliefs about how inspirational people can bring believers closer to God Describe examples of texts or quotes which explain what an ideal way of life might be Compare about different inspiring leaders from different religions **Understand the impact** Make clear connections between belief about living a good life and the leaders they study Give examples of the impact of faith on life Explain differences between leaders from different religions **Make connections** Raise questions about the concept of 'inspirational people', suggesting good answers Explain the importance of role models from different religions	**Make sense of belief** Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara* and *moksha*, using technical terms accurately Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha* and *dharma* **Understand the impact** Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live Connect the four Hindu aims of life and the four stages of life with beliefs	**Make sense of belief** Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms **Understand the impact** Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed Show how Christians put their beliefs into practice in worship **Make connections** Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own

	teachings about God as holy and loving might make a difference in the world today, developing insights of their own	inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	a more tolerant and respectful community, suggesting answers Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious Give good reasons for their views about harmony in our communities.	Express their own response to the inspiring lives they have studied **U2:12 How does faith enable resilience?** **Make sense of belief** Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences **Understand the impact** Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/ heaven/*karma*/reincarnation make a difference to how someone lives **Make connections** Interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.	about *dharma*, *karma*, *moksha*, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways **Make connections** Make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view.	
Music	**Our Community** (Music Express 5) Performing – singing, composing, listening	**Christmas** (RI content) Performance – playing Plan for, practice and perform a Christmas	**Life Cycles** (Music Express 5) Performance – sing/play,	**At The Movies** (Music Express 5) Improvising & Experimenting, Composing, listening	**Summer Concert** (RI content) Performance – sing/play	**Remixing** (Transformance – teaching music with GarageBand)

	Listen to and discuss variety of songs and music about “home”, discussing style and intention Learn to sing 2 part song Work in small groups and as a class to write lyrics to chant. Recording for self-apraisal Clap strong beats in different metres (3 and 4) Singing technique: pitching, posture, diction, phrasing, dynamics, expression	Concert, using ukuleles/singing/solo performances Use different types of notation: tablature, chord symbols & charts, traditional notation Multi-part songs Peer appraisal in prep for performance to parents Listen to variety of Christmas music and idiomatic features Understand how the music performed sits in the broader timeline.	Learn multi-part song with dynamics, using different metres (3&4) Chant Read traditional notation Experiment with use of vocal and instrumental sound effects as “earcons” Compose group work on chanted ostinatos Listen to relevant examples: Berio’s *Sequenza* and Kathy Berbarian’s *Stripsody*, Brahm’s *Lullabye*, Lizst’s *Funeral Prelude* and *Mephisto Waltz* Begin to understand different musical periods and genres. Understand where these fit on the Timeline Discuss different intentions behind the music	Listen / watch examples from soundtracks different films and discuss effectiveness Experiment with sounds to fit graphic notations Soundtrack a short movie or cartoon clip	Plan for, practice and perform a Summer Concert, using ukuleles/singing/solo performances Use different types of notation: tablature, chord symbols & charts, traditional notation Multi-part songs Peer appraisal in prep for performance to parents Listen to and appraise variety of professional performances Understanding how the music performed sits in the broader timeline.	<u>Music tech, Improvising & Experimenting, Composing</u> Remix Aloe Blacc’s I need a Dollar Rewrite lyrics Learn to play a chord sequence in a Digital Audio Workstation Improvise over a chord sequence in a DAW Whole class performance to school
French	Mes passions Likes and dislikes Giving Opinions Sports and activities Free time and opinions Present tense of –er verbs The weather	Future tense with hobbies Assessment La géographie Countries French Speaking Noël Christmas vocabulary Christmas song: Petit papa noël/ vive le vent d’hiver	My Home Where I live Types of house (Cultural difference with France)	Rooms of the house What I do in my house Use of adjectives Assessment	La belle Paris Paris and monuments Places in town Shops French through film A Cat in Paris	Au café Au snack-bar A conversation at the café Buying an ice cream Opinions and food. Assessment
Enrichment	Soup making Harvest Apple pressing day Sports festival Football league		Sports festival Creative Arts Day Creative Arts festival World Book day Open house		Sports festival Healthy living week Sports day PGL Chellington	

	Dodgeball competition Table Tennis competition Open house Pantomime (every other year) Nativity	Culture day Bike ability (every other year) Cake sales and other charitable fundraising events	