

Year 5/6 B - Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Spring 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 to develop knowledge of themselves and the world in which they live. They regularly listen to a novel read aloud by the class teacher.					

	<p>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</p>
<p>Writing Composition</p>	<p>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 Precising 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</p>

	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear					
<p>Spellings Y5</p>	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.					
	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
	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 Question, statement, exclamation or command Standard English Subject and object Synonyms and antonyms Synonyms Active and passive Semi colons Colons Change passive to active Dashes Mixed Skills	Active and passive Colons and semi-colons Formal and informal Hyphens Changing tenses Verbs Nouns Adjective Adverb Using a word as a verb or noun Word classes Verb form Mixed Skills	Main and subordinate clauses Possession and contraction forms Word classes Punctuation Root word and word families Phrases and clauses Mixed Skills
Handwriting	Maintain legibility in joined handwriting when writing at speed		

	<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	<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.	<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:</u> Converting Units Kilograms and kilometres. Milligrams and millilitres. Metric units. Imperial units. Converting units of time. Timetables. <u>Measurement: Perimeter, Area and Volume</u> 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	<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	Consolidation and extension of previously taught objectives Consolidation Four operations Fractions, decimals and percentages Measure Investigations
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	<p>Round any numbers</p> <p><u>Number- Four Operations</u></p> <p>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</p> <p><u>Number – Multiplication and Division</u></p> <p>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.</p>	<p>Subtract 2 mixed 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</p> <p>(Fractions carries over to Spring 1 for Year 5)</p>	<p>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</p> <p><u>Number: Decimals</u></p> <p>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. Dividing decimals by 10, 100 and 1,000.</p>	<p>Volume of a cuboid</p> <p><u>Statistics</u></p> <p>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</p>	<p>Angles in a regular polygon and quadrilaterals. Draw shapes accurately Nets of 3D shapes</p> <p><u>Geometry: Position and Direction</u></p> <p>Position in the first quadrant and in four quadrants Reflection. Reflection with coordinates. Translation. Translation with coordinates.</p>	
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	Square numbers. Cube numbers. Multiplying by 10, 100 and 1000. Dividing by 10, 100 and 1000. Multiples of 10, 100 and 1000. Short division Division using fractions Long division (1) Long division (2) Long division (3) Long division (4)					
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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.					
	Properties of materials	Earth and Space	Welcome to Force land	Living things and their habitat	Evolution and Inheritance	Sensational Science
	Compare and group together everyday materials on the basis of their properties, including their solubility and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Demonstrate that dissolving, mixing and	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	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	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 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					kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 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 Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Give reasons for classifying plants and animals based on specific characteristics 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,
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						<p>that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
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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.					
	British Monarchs UK Geography	The Suffragettes	Extreme Earth	Ancient Greece	Viking and Saxons	Exploring Scandinavia
History and Geography	<p>British Monarchs</p> <p>To be able to investigate and establish a timeline of British monarchs, emphasising family connections.</p> <p>To research William the Conqueror and create a fact file.</p> <p>To know about the reign of Queen Elizabeth I.</p> <p>UK Geography</p>		<p>Extreme Earth</p> <p>To explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest and driest places on Earth.</p> <p>To find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world.</p> <p>To investigate a variety of extreme weather phenomena, such as tropical storms, floods,</p>		<p>Viking and Saxons</p> <p>To explore what Britain was like before the first Viking invasions.</p> <p>To find out about the Viking invasions of Britain.</p> <p>To find out about the Viking settlement of Britain and how this affected the Anglo Saxons.</p> <p>To find out why King Alfred was dubbed 'Alfred the Great'.</p> <p>To explore what life was like for Vikings living in Britain.</p>	

	<p>To be able to identify and describe key geographical features of the United Kingdom To be able to identify and locate the counties of the United Kingdom. To be able to locate and identify towns and cities in the UK. To find out about the hills and mountains of the UK. To find out about the seas and coasts of the UK. To be able to identify and explore the major rivers of the UK.</p> <p style="text-align: center;">The Suffragettes</p> <p>To explore the role of women in society from ancient times to the Renaissance. To find out about women's roles in the 17th, 18th and 19th centuries. To find out about the women's suffrage movement. To find out about the role of women during the First World War. To explore the role of women during the 1950s. To find out about second wave feminism during the 1960s and 1970s. To evaluate the changing rights of women and establish whether or not we have gender equality today.</p>	<p>lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape. To explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move. To find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment. To identify the differences between a volcano and a mountain. To discover how volcanoes are formed and what happens when one erupts. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p style="text-align: center;">Ancient Greece</p> <p>To be able to find out who the ancient Greeks were and locate their civilisation on a timeline. To explore and discuss the three main types of government in ancient Greece: monarchy, oligarchy and democracy. To compare and contrast the two city states of Athens and Sparta. To use primary and secondary sources to find out about daily life in ancient Greece. To find out about gods, goddesses and religious beliefs in ancient Greece. To investigate the lives and teachings of the ancient Greek scholars and philosophers. To explore how modern life has been influenced by the ancient Greeks.</p>	<p>To find out how and when England became a unified country. To find out about the end of the Anglo-Saxon and Viking era in Britain.</p> <p style="text-align: center;">Exploring Scandinavia</p> <p>To locate Scandinavia and begin to identify some of its features. To study the changing seasons and daylight hours inside the Arctic circle. To compare the physical geography of Norway to that of Sweden and Denmark. To research, compare and contrast the human geography of three Scandinavian countries. To discover and consider differences between Scandinavia and the UK. To apply knowledge of Scandinavia's geography by promoting it as a holiday destination.</p>
	Monarch Portraits	Greek Art	Vikings and Saxons

Art and Design	<p>To learn about the history of portraits and the importance of the style of art. To create shade and tone using pencils. To make different types of marks and effects on paper. To represent detail using different pencil effects and emphasise the tonal qualities of colour. To learn to make decisions whilst drawing. To improve mastery of art and design techniques by using a range of tools.</p>		<p>To explore the use of comedy and tragedy masks and design and make masks using modroc. To be able to study examples of ancient Greek pottery and recreate pots in the style of the ancient Greeks. To explore examples of ancient Greek marble sculpture and replicate a sculpture by carving soap</p>		<p>To learn about Viking Brooches and compare them with other examples. To design a pattern for a brooch using pencil. To plan and generate ideas for discussions of brooches made from clay. To improve their mastery of art and design techniques, including drawing with a range of materials To use clay to shape and form a design. To use tools to add detail and blend/smooth the clay.</p>	
Design and Technology	cooking		Earthquake sewing		Viking Longboat	
	<p>To investigate and compare a material brooch. To design and create a pattern for a brooch. To develop a range of sewing and decorating techniques and identifying a wide range of materials and components. To be able to design a brooch for a particular purpose. To be able to use tools and specific materials to create the final product. To be able to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>To design, make and evaluate a cushion Design To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups To generate, develop, model and communicate their ideas through discussion and annotated sketches. Make To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately To select from and use a wider range of fabric and components. Evaluate To investigate and analyse a range of existing products. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>		<p>To investigate and compare Viking longboats. To design, and generate ideas through discussion Of what the finished product will look like. To understand the importance of materials and choose which ones would be fit for purpose. To evaluate and analyse the boat by testing the purpose of it with it floating on water. To apply understanding of how to strengthen, stiffen and reinforce more complex structures. To be able to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	
Computing	We are game developers	We are cryptographers	We are artists	We are web developers	We are bloggers	We are architects

	Developing an interactive game Create original artwork and sound for a game design and create a computer program for a computer game, which uses sequence, selection, repetition and variables Detect and correct errors in their computer game Use iterative development techniques (making and testing a series of small changes) to improve their game.	Cracking codes Be familiar with semaphore and Morse code understand the need for private information to be encrypted encrypt and decrypt messages in simple ciphers Appreciate the need to use complex passwords and to keep them secure have some understanding of how encryption works on the web.	Fusing geometry and art Develop an appreciation of the links between geometry and art become familiar with the tools and techniques of a vector graphics package Develop an understanding of turtle graphics Experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers Develop some awareness of computer-generated art, in particular fractal-based landscapes.	Creating a website about cyber safety Develop their research skills to decide what information is appropriate understand some elements of how search engines Select and rank results question the plausibility and quality of information develop and refine their ideas and text collaboratively Develop their understanding of e-safety and responsible use of technology.	Sharing experiences and opinions Become familiar with blogs as a medium and a genre of writing create a sequence of blog posts on a theme Incorporate additional media comment on the posts of others Develop a critical, reflective view of a range of media, including text.	Creating a virtual space Understand the work of architects, designers and engineers working in 3D Develop familiarity with a simple CAD (computer aided design) tool develop spatial awareness by exploring and experimenting with a 3D virtual environment Develop greater aesthetic awareness.
PSHCE	Me and my Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
	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.					

Physical Education

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.

Tag Rugby

To develop ball handling skills and be able to pass the ball in pairs and small groups.
 To develop the action of tagging a player and dodge effectively.
 To run with the ball, make effective passes and keep possession of the ball.
 To make appropriate decisions – when to pass/score/dodge.
 To learn and apply attacking/defending tactics in a game situation.
 To apply TAG Rugby skills in a game situation.

Gymnastics

To safely explore obstacle and negotiation ideas with a partner and link 2 ideas smoothly into a pair conditioning phrase.
 To safely adapt pair obstacle and negotiation ideas to involve low/small apparatus in various ways.
 To link safe pair and/or group positions of stillness and obstacle and negotiation ideas into a group movement phrase developed to show canon.
 To apply group compositional devices and adapt pair and group positions of stillness and obstacle and negotiation ideas to involve apparatus in various ways.
 § To create and compositionally develop a group floor and apparatus sequence involving pair and group positions of stillness

Dance

To create and perform a range of group phrases based on the idea of being on the beach and apply the compositional principles of question/answer.
 To develop and perform the actions of gesture and travel, including stepping patterns which express different actions/emotions.
 To evaluate performance and use the information to suggest improvements.

Hockey

To understand what dribbling is and to be able to dribble using a hockey stick.
 To be able to accurately pass a ball with a hockey stick.
 To be able to pass the ball into space and to another team mate whilst moving.
 To be able to shoot with good accuracy
 To be able to develop skills and techniques in order to defend/tackle correctly.
 To evaluate own skills and use tactics to work on developing weaknesses.

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.

		and obstacle and negotiation ideas. To remember, improve and perform a compositionally developed group floor and apparatus sequence involving pair and group positions of stillness and obstacle and negotiation ideas.				
	<u>Dance</u> To copy and repeat a taught motif. To explore the feelings/emotions of a person who is being bullied/forms of bullying and create a movement phrase with a freeze frame. To apply changes of direction, level and speed to transitions. To develop the dance motif through canon, unison and other choreographic devices. To link and perform all sections of the dance into a final composition using the dance framework. To observe and give feedback using dance terminology.	<u>Football</u> 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.	<u>Basketball</u> To be able to dribble, keeping the ball close and using wrist and shoulder techniques. To be able to identify three types of passes. To be able to demonstrate good techniques to pass the ball accurately. To learn how to receive the ball using the 'W'. To learn a shooting technique using good aim. To work together by creating space for teammates to receive the ball from them.	<u>Gymnastics</u> To link 3 symmetrical body actions into a short movement phrase and explore ways of involving a bench in the performance of those actions. To link 3 asymmetrical body actions into a short movement phrase and explore ways of involving a bench in the performance of those actions. To improve the quality of a movement phrase and explore ways of involving small/low apparatus in the performance of symmetrical and asymmetrical body actions. To link 3 actions into a pair sequence showing moments of both symmetry and asymmetry and perform those actions with a partner involving a variety of apparatus.	<u>Athletics</u> To introduce and practise sprint starts and finishing. To refine running, jumping and throwing techniques for accuracy and distance. To refine hurdling over barriers. To explore alternative techniques when jumping for height. To develop team relay effectiveness. To judge, measure and record own and partner's performance accurately.	<u>Tennis</u> 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.

				<p>To create a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body shapes and actions.</p> <p>To remember, improve and perform a floor and apparatus sequence of 8+ actions incorporating a variety of symmetrical and asymmetrical body shapes and actions.</p>		
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	U2:9 Justice and poverty: why does faith make a difference?	U2:3 Values: What matters most to Humanists and Christians?	U2:4 How and why do some people inspire others?	U2:6 What do Christians believe Jesus did to 'save' people?	U2:8 How is faith expressed in Islam?	U2:11 Why do some people believe in God and some people not?
RE	<p>Make sense of belief Explain beliefs and teachings about justice from Christian and Muslim texts Compare their ideas about justice and fairness with those studied in Islam and Christianity</p> <p>Understand the impact Make clear connections between belief about justice from sacred texts and</p>	<p>Make sense of belief Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer)</p> <p>Understand the impact Make clear connections between Christian and Humanist ideas about being good and how people live</p>	<p>Hindus, Jews, Muslims 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</p> <p>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</p>	<p>Make sense of belief Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Understand the impact Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/the Lord's Supper Show how Christians put their beliefs into practice in different ways.</p> <p>Make connections Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p>	<p>Make sense of belief Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. <i>tawhid</i>; Prophet Muhammad* as the Messenger, the Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow the example of Muhammad)</p> <p>Understand the impact Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five</p>	<p>Make sense of belief Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God</p> <p>Understand the impact Make clear connections</p>

	<p>the actions of a modern religiously based charity</p> <p>Describe clearly examples of the impact of charitable work in the world today</p> <p>Explain some differences between the two charities</p> <p>Make connections</p> <p>Raise questions about charity, justice and the impact of religion and beliefs, suggesting answers</p> <p>Explain the importance of the idea that God loves justice and is just to Muslims and Christians</p> <p>Express their own ideas about justice.</p>	<p>suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Make connections</p> <p>Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p>	<p>Explain differences between leaders from different religions</p> <p>Make connections</p> <p>Raise questions about the concept of 'inspirational people', suggesting good answers</p> <p>Explain the importance of role models from different religions</p> <p>Express their own response to the inspiring lives they have Studied.</p>	<p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p>	<p>Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today</p> <p>Consider and weigh up the value of, e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p> <p>Make connections</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning</p>
Music	<p>Music & War (RI content)</p> <p><u>Listening, Performance – playing & singing</u></p> <p>Listen to and appraise a variety of songs and music related to</p>	<p>Christmas (RI content)</p> <p><u>Performance – playing</u></p> <p>Plan for, practice and perform a Christmas Concert, using ukuleles/singing/solo performances</p>	<p>Growth (Music Express 6)</p> <p><u>Performance, Composition, Listening</u></p> <p>Listen to and appraise Ravel's <i>Bolero</i></p> <p>Learn ostinatos from <i>Bolero</i></p>	<p>Roots (Music Express 6)</p> <p><u>Listening, Performance – playing & singing, Knowledge & Understanding (ethnomusicology)</u></p> <p>Learn traditional Ghanaian music and movements</p>	<p>China (Transformance – teaching music with GarageBand)</p> <p><u>Music tech, Knowledge & Understanding (ethnomusicology), Improvising &</u></p>	<p>Summer Concert (RI content)</p> <p><u>Performance – sing/play</u></p> <p>Plan for, practice and perform a Summer Concert, using</p>

	<p>war (WWI & WWII, Hakka, film soundtracks)</p> <p>Learn to play, recognise and respond to historical drum signals</p> <p>Learn to sing popular music from WWI</p>	<p>Use different types of notation: tablature, chord symbols & charts, traditional notation</p> <p>Multi-part songs</p> <p>Peer appraisal in prep for performance to parents</p> <p>Listen to variety of Christmas music and discuss idiomatic features</p> <p>Understanding how the music performed sits in the broader timeline.</p>	<p>Learn a multi-part song based on <i>Bolero</i></p> <p>Devise a flash-mob performance and perform to school</p>	<p>Improvise soundscapes using classroom percussion</p> <p>Devise a performance for assembly</p>	<p><u>Experimenting, Composition</u></p> <p>Listen critically to a variety of Chinese folk and classical music</p> <p>Record short improvisations using Chinese instruments in GarageBand</p> <p>Build a composition combining these with other samples.</p> <p>Create programmatic music to accompany a piece of creative writing.</p>	<p>ukuleles/singing/solo performances</p> <p>Use different types of notation: tablature, chord symbols & charts, traditional notation</p> <p>Multi-part songs</p> <p>Peer appraisal in prep for performance to parents</p> <p>Understand how the music performed sits in the broader timeline.</p>
French	<p>Bonjour</p> <p>Recap and introduction of the written form: How are you?</p> <p>Classroom instructions.</p> <p>Numbers 1-31 (higher for year 6)</p> <p>Classroom objects Le la les</p> <p>Un une des</p> <p>Colours and School Bag</p>	<p>Mon anniversaire</p> <p>Days of the week Months of the year</p> <p>Writing the date Birthdays and Age</p> <p>The alphabet</p> <p>Assessment</p> <p>Christmas vocabulary</p> <p>French Christmas Songs</p>	<p>Ma famille Extended Family Brothers and sisters Connectives/ simple conjunctions</p> <p>Décris-toi</p> <p>Hair Eyes</p> <p>Tall/short/medium sized</p> <p>Describing personality</p> <p>French cultural links: La chandeleur:</p> <p>Topic of crepes</p> <p>Story/video: Ma famille</p> <p>A story in French: Boucle d'or</p>	<p>Les animaux Unusual animals/ pets</p> <p>Plurals Colours Agreement of colours and adjectives</p> <p>A story in French: Brown bear/ ours brun</p> <p>Assessment</p>	<p>School Subjects I like</p> <p>J'aime / je déteste/ J'adore/ je n'aime pas and why</p> <p>The time</p> <p>Game of Quelle heure est-il monsieur loup?</p> <p>School Uniform</p> <p>Cultural difference with France</p> <p>Assessment</p>	<p>Bonjour</p> <p>Recap and introduction of the written form: How are you? Classroom instructions.</p> <p>Numbers 1-31 (higher for year 6)</p> <p>Classroom objects Le la les</p> <p>Un une des</p> <p>Colours and School Bag</p>
Enrichment	<p>Soup making</p> <p>Harvest</p> <p>Apple pressing day</p> <p>Sports festival</p> <p>Football league</p> <p>Dodgeball competition</p> <p>Table Tennis competition</p> <p>Open house</p> <p>Pantomime (every other year)</p> <p>Nativity</p>		<p>Sports festival</p> <p>Creative Arts Day</p> <p>Creative Arts festival</p> <p>World Book day</p> <p>Open house</p> <p>Culture day</p> <p>Bike ability (every other year)</p> <p>Cake sales and other charitable fundraising events</p>		<p>Sports festival</p> <p>Healthy living week</p> <p>Sports day</p> <p>PGL</p> <p>Chellington residential</p>	