



# Year 5 Autumn Term – Victorious Victorians

## Key Values:

Term 1: Organisation and Independence

Term 2: Communication and Respect



## English

**Classic fiction – ‘Street Child’ by Berlie Doherty (Victorian topic link)** *Reading:* vocabulary (literal and figurative); inference & deduction; character study; relationships between characters; prediction; language choices. *Writing:* diary writing; ambitious and imaginative vocabulary; variety of sentence structures; skimming and scanning; summarizing; parenthesis; alternative perspective.

**Visual Literacy – ‘Powerless’** *Reading:* story boxing; summarising; I&D. *Writing:* effective vocabulary; write narrative; varied sentence openers and structures; editing.

**Christmas Performance link** *Reading:* Playscript; scanning; evidencing from the text; character analysis; strategies for making sense of unknown words in context.

**Biographies** *Reading:* identifying features; summarizing (writing a ‘tweet’). *Writing:* based on fictional celebrity.

## Maths

Based on **Powermaths** (extra content shown in brackets)

- Place value within 100,000
  - Place value within 1,000,000
  - Roman Numerals
  - (Introducing decimals)
  - Addition and subtraction
  - Graphs and tables
  - Multiplication and division
  - Measures, area and perimeter
- (Focus on fluency – starting with Fluent in 5)

## History

**A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**

**Chronology:**

- Use relevant terms and period labels.
- Place current study on timeline in relation to other studies of historical periods, events or lives of significant people.
- Know and sequence key events of time studied.

**Knowledge and Understanding of Events, People and Changes in the Past:**

- Choose reliable sources of information to find out about the past (key dates, people and events).
- Develop a broad understanding of different aspects of life of different people within the time studied.
- Examine causes and results of events within the time period studied and the impact on people of the time.

**Interpretations of History:**

- Confidently look at and use books and pictures, stories, eyewitness accounts (older person), pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past.

**Historical Enquiry:**

- Choose reliable sources of evidence to answer questions and build up a picture of life in time studied, realising that there is often not a single answer to historical questions.

## Science

### Properties and Changes in Materials:

- Compare and group together everyday materials on the basis of their properties including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- 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.

### Living Things and their Habitats:

- 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.

### Animals, including Humans:

- Describe the changes in humans from birth to elderly

### Working Scientifically:

#### Testing:

- Given a wide range of resources, decide for themselves how to gather evidence to answer a scientific question.
- Choose a type of enquiry to carry out and justify their choice.
- Select from a range of practical resources to gather evidence to answer their questions.
- Carry out fair tests, recognising and controlling variables.

<ul style="list-style-type: none"> <li>- Begin to identify primary and secondary sources.</li> </ul> <p><b>Organisation and Communication:</b></p> <ul style="list-style-type: none"> <li>- Timelines (pictures, key events / people / dates)</li> <li>- Discussions, pictures, stories, drama / role play, models, annotations.</li> <li>- Presenting information using a computer.</li> <li>- Different genres of extended writing, diagrams, labelling.</li> <li>- Display answers to questions in a variety of ways.</li> <li>- Plan and present an independent project about the studied period.</li> </ul>	<ul style="list-style-type: none"> <li>- Decide what observations or measurements to make over time and for how long.</li> </ul> <p><b>Identifying &amp; Classifying:</b></p> <ul style="list-style-type: none"> <li>- Look for patterns and relationships using a suitable sample.</li> </ul> <p><b>Gathering &amp; Recording Data:</b></p> <ul style="list-style-type: none"> <li>- Decide how to record and present evidence.</li> <li>- Record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing.</li> <li>- Record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs.</li> <li>- Record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys.</li> <li>- Present the same data in different ways in order to help with answering the question.</li> </ul>
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Art	DT
<p><b>Drawing:</b></p> <ul style="list-style-type: none"> <li>- Use a sketchbook to develop ideas.</li> <li>- Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape.</li> <li>- Use a variety of source material for their work.</li> </ul> <p><b>Printing:</b></p> <ul style="list-style-type: none"> <li>- Work from a variety of sources, including those researched independently.</li> <li>- Plan designs to print.</li> <li>- Understand and use poly-block printing.</li> <li>- Organise their printing in terms of pattern, repetition, symmetry or random printing styles.</li> </ul> <p><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>- Select and record from first-hand observation, experience and imagination, and explore ideas for different purposes.</li> </ul> <p><b>Evaluating and developing work:</b></p> <ul style="list-style-type: none"> <li>- Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>- Begin to carry out research, e.g. surveys, interviews, questionnaires and web-based resources to inform the design of products.</li> <li>- Begin to identify the needs, wants, preferences and values of particular groups and individuals to inform the design of products.</li> <li>- Begin to make design decisions, taking account of constraints such as time, resources and cost.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Begin to critically evaluate the quality and fitness for purpose of their work both during and at the end of the project.</li> <li>- Begin to evaluate personally and consider the views of others to improve their work.</li> <li>- Begin to understand how much existing products cost to make, how innovative they are and their environmental impact they have.</li> <li>- Find out and know how key events and ground-breaking designs of individuals in Design and Technology have helped shaped the world.</li> </ul> <p><b>Cooking &amp; Nutrition:</b></p> <ul style="list-style-type: none"> <li>- Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as chickens, pigs, and cattle) and caught (such as fish) in the UK, Europe and the wider world and that seasons may affect the food available.</li> <li>- Demonstrate how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>- Create and follow recipes to prepare and cook a variety of predominantly savoury dishes safely and hygienically.</li> <li>- Begin to understand how to control the temperature of the oven or hob when cooking or baking.</li> <li>- Begin to understand the importance of correct storage and handling of ingredients.</li> </ul>

## PE

### Health and Fitness

#### **Warm-up / Set-up:**

- Know and understand the reasons for warming up and cooling down.
- Explain some safety principles when preparing for and during exercise.

#### **Acquire and develop skills:**

- Understand why exercise is good for health, fitness and wellbeing.
- Pupils know ways they can become healthier.

#### **Select and apply skills, tactics and compositional ideas:**

- Know and understand what the four components of fitness are and why they are important to athletes.
- Children know what foods are healthy and understand the importance of hygiene when doing exercises.

#### **Evaluate and improve performance:**

- Evaluate the benefits of a given exercise / activity in relation to health, fitness and wellbeing, and discuss potential improvements.

### Invasion Games (Basketball)

#### **Warm-up / Set-up:**

- Prepare for game play by: checking the playing area (for safe, effective play); offering ideas for effective warm-up exercises and routines.

#### **Acquire and develop skills:**

- Understand patterns of play – if the ball is in a certain position, where should players be?
- Understand different ways of attacking, and encourage others to use positions for their team effectively.

#### **Select and apply skills, tactics and compositional ideas:**

- Show support of other players in attack and defence situations during game play.
- Change speed and direction with ball to avoid defenders.
- Aim and shoot effectively in a variety of ways.

### Dance

#### **Warm-up / Set-up:**

- Take necessary and detailed steps to prepare for dance, using accurate and appropriate warm up and cool down strategies, independently.

#### **Acquire and develop skills:**

- Identify and repeat the movement patterns and actions of a chosen dance style.
- Show a change of pace and timing in their movements.
- Develop an awareness of their use of space
- Move appropriately and with the required style in relation to the stimulus, e.g. using various levels, ways of travelling and motifs.

#### **Select and apply skills, tactics and compositional ideas:**

- Compose individual, partner and group dances that reflect the chosen dance style or stimuli.
- Demonstrate imagination and creativity in the movements they devise in response to stimuli.
- Dance with fluency and control, linking all movements and ensuring that transitions flow.

#### **Evaluate and improve performance:**

- Modify some elements of a sequence as a result of self and peer evaluation.
- Use complex dance vocabulary to compare and improve work.

### OAA

#### **Communication; Trials; Problem Solving; Compete & Perform; Evaluate:**

- Understand why warming up and cooling down are important for good quality performance.
- Know the importance of strength, stamina and speed, and recognise which activities support these.

#### *Running*

- Accelerate from a variety of starting positions and select their preferred position.
- Identify their reaction times when performing a sprint start.
- Continue to practise and refine techniques for sprinting, focusing on an effective sprint start.
- Select the most suitable pace for the distance in order to maintain a sustained run.
- Identify and demonstrate stamina, explaining its importance for runners.

#### *Throwing*

- Throw a variety of implements using a range of throwing techniques, incl. a fling throw
- Continue to develop techniques to throw for increased distance.
- Measure and record the distance of their throws.

#### *Jumping*

- Improve techniques for jumping for distance, including an effective standing long jump and standing triple jump, with increased confidence.
- Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- Land safely and with control.
- Measure with accuracy.
- Consistently perform and apply skills and techniques with increasing accuracy and control.
- Take part in competitive games, using tactics and technique.
- Explain why they have used particular skills or techniques, and the effect they have had on their performance.
- Be able to self-evaluate a successful run, throw and jump with reflection on areas of improvement.

<p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Discuss and identify which positions pupils feel most confident in.</li> </ul> <p>Modify some elements of game play as a result of self and peer-evaluation.</p> <ul style="list-style-type: none"> <li>- Use correct <b>vocabulary</b> to compare and improve work.</li> </ul>	
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RE		Computing		Music	
<p><b>LAS Unit - Being Human</b> (Hinduism)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Explain how selected features of religious life/practice make a difference to the lives of individuals and communities</li> <li>- Explain how and why differences in belief are expressed.</li> </ul> <p><b>Investigation and Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Suggest lines of enquiry to address questions raised by the study of religions and beliefs; suggest answers to these, using relevant sources and evidence</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- Explain connections between questions, beliefs, values and practices in different belief systems</li> <li>- Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul>	<p><b>LAS Unit - Being Human</b> (Islam)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Explain how selected features of religious life/practice make a difference to the lives of individuals and communities</li> <li>- Explain how and why differences in belief are expressed.</li> </ul> <p><b>Investigation and Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Suggest lines of enquiry to address questions raised by the study of religions and beliefs; suggest answers to these, using relevant sources and evidence</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- Explain connections between questions, beliefs, values and practices in different belief systems</li> <li>- Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul>	<p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>- People you don't know are strangers: they may not be who they say they are</li> <li>- Keep personal information private: don't give away your secrets</li> <li>- Always be polite online: block and report people who are mean</li> <li>- Always tell an adult if you are worried or scared</li> <li>- Never tell anyone your password.</li> <li>- Always treat your password like your toothbrush: you'd never share it with your friends!</li> <li>- Be careful what you share online</li> <li>- Think before you post</li> </ul> <p><b>In detail, focus on:</b></p> <ul style="list-style-type: none"> <li>- Identifying how pupils are presently using technology</li> <li>- The real steps they can take to keep themselves safe and happy online.</li> <li>- Key focus on mobile phone use, online gaming</li> <li>- Minimising risks posed by social media.</li> </ul> <p><b>Word Processing:</b></p> <ul style="list-style-type: none"> <li>- Use Smartart</li> <li>- Use page break</li> <li>- Insert symbols</li> <li>- Use find and replace</li> <li>- Change the page setup</li> <li>- Page views, zoom, print preview</li> </ul>	<p><b>Rising Stars: Coding (enhanced)</b></p> <p><b>Programming &amp; Development:</b></p> <ul style="list-style-type: none"> <li>- Has practical experience of a higher-level textual language, including using standard libraries when programming. (AB) (AL)</li> </ul> <p><b>Algorithms:</b></p> <ul style="list-style-type: none"> <li>- Understands that iteration is the repetition of a process such as a loop. (AL)</li> <li>- Recognises that different algorithms exist for the same problem. (AL) (GE)</li> <li>- Represents solutions using a structure. (AL) (AB)</li> </ul>	<p><b>Music Express: Life Cycles</b></p> <p><b>Playing Instruments:</b></p> <ul style="list-style-type: none"> <li>- Read a melody in staff notation</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>- Develop a structure for a vocal piece and create graphic scores</li> <li>- Explore extended vocal techniques through listening to and composing 'a capella' vocal music based on graphic scores</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Learn about the music of an early Baroque opera</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>- Compare and contrast two pieces of 19<sup>th</sup> century Romantic music</li> </ul>	<p><b>Music Express: Celebration</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Sing a song in unison and three-part harmony</li> <li>- Sing with attention to accuracy in rhythm, pitch and dynamics</li> </ul> <p><b>Playing Instruments:</b></p> <ul style="list-style-type: none"> <li>- Develop ensemble playing, focusing on steady beat and placing notes accurately together</li> <li>- Control short, loud sounds on a variety of instruments</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>- Explore and analyse a song arrangement and its structure</li> <li>- Rehearse, improve and analyse an ensemble performance with attention to balance and staying in tune</li> </ul>

PSHE	MFL	
<p><b>Relationships - Families &amp; Friendships:</b></p> <ul style="list-style-type: none"> <li>- What makes a healthy friendship and how they make people feel included; strategies to help people feel included</li> <li>- The impact of the need for peer approval, and how it can make people feel or behave</li> <li>- Strategies to manage peer influence and the need for approval: assertive communication, exit strategies, etc.</li> <li>- It is common for friendships to experience challenges; strategies to positively resolve disputes and reconcile differences in friendships</li> <li>- That friendships can change over time; the benefits of having new and different types of friends</li> <li>- How to recognise if a friendship is making them feel worried; when and how to seek support</li> </ul> <p><b>Relationships - Safe Relationships:</b></p> <ul style="list-style-type: none"> <li>- To identify what physical touch is acceptable, unacceptable, wanted or unwanted</li> <li>- How to ask for, give and not give permission for physical contact</li> <li>- How it feels in a person's mind and body when they are uncomfortable</li> <li>- That it is never someone's fault if they have experienced unacceptable contact</li> <li>- How to respond to unwanted or unacceptable physical contact</li> <li>- That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about</li> <li>- Whom to tell if they are concerned about unwanted physical contact</li> </ul> <p><b>Relationships - Respecting ourselves and others:</b></p> <ul style="list-style-type: none"> <li>- To recognise that everyone should be treated equally</li> <li>- Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</li> <li>- What discrimination means and different types of discrimination e.g. racism, sexism, homophobia</li> <li>- To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment</li> <li>- The impact of discrimination on individuals, groups and wider society</li> <li>- Ways to safely challenge discrimination</li> <li>- How to report discrimination online</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Numbers 0-30</li> <li>- Hobbies</li> <li>- Transport</li> </ul> <p><b>Speaking and Listening:</b></p> <ul style="list-style-type: none"> <li>- Express thoughts orally</li> <li>- Ask and answer questions</li> <li>- Understand the gist of a paragraph / short story</li> <li>- Memorise and present short, spoken text</li> <li>- Identify strategies for learning vocabulary</li> <li>- Follow and understand conversation/key information from short exchange</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>- Use context and knowledge to determine meaning and pronunciation</li> <li>- Read/understand/ memorise words and phrases</li> <li>- Recognise positive and negative statements</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>- Dictation</li> <li>- Write words, phrases and sentences using a model and some words from memory</li> <li>- Attempt to write phrases from memory</li> <li>- Express thoughts in written form</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Buildings on the high street</li> <li>- Directions</li> </ul> <p><b>Speaking and Listening:</b></p> <p><i>As for Term 1</i></p> <ul style="list-style-type: none"> <li>- Take part in simple conversation</li> <li>- Participate in performing short play</li> </ul> <p><b>Reading:</b></p> <p><i>As for Term 1</i></p> <ul style="list-style-type: none"> <li>- Read short text with accurate pronunciation</li> </ul> <p><b>Writing:</b></p> <p><i>As for Term 1</i></p> <ul style="list-style-type: none"> <li>- Recognise word classes</li> <li>- Write short text, identifying position of adjectives in sentence</li> <li>- Write letter</li> </ul> <p><b>Cultural:</b> (Christmas)</p> <ul style="list-style-type: none"> <li>- Know how Christmas and New Year are celebrated</li> </ul>



# Year 5 Spring Term – Stone Age & Beyond!

## Key Values:

Term 3: Resilient Rosie and Aspiration

Term 4: Izzy Initiative and Creativity



### English

**Poetry Reading:** ‘The River’, ‘The Hyena’, ‘The Eagle’, ‘The Barn Owl’, ‘Aquarium’ - poetic devices; annotating; responding to poems (preferences and comprehension); refer to text to support and justify opinions; appreciate choice of vocabulary; assessment – Dragonfly. **Writing:** poems based on predatory animal.

**Information text – Space (Science link) Reading:** strategies for making sense of unknown words in context; identifying structure; skimming and scanning; retrieval. **Writing:** Space Tour Guide – sentence structures; relative clauses; adverbs and modal verbs; appropriate viewpoint and tone.

**Journalistic - Space (Science link) Reading:** facts and opinions; identifying features. **Writing:** features of journalistic writing; direct and reported speech; newspaper report.

**Fiction – ‘The Boy at the Back of the Class’ Reading:** Inference and deduction; character analysis.

### Maths

Based on **Powermaths** (extra content shown in brackets).

- Multiplication and division
  - Fractions
  - Decimals
  - Percentages
  - (Reinforcing the 4 rules)
  - Decimals – moved from summer term
- (Focus on fluency – starting with Fluent in 5)

### History

**Changes in Britain from the Stone Age to the Iron Age & the Roman Empire and its impact on Britain**

**Chronology:**

- Use relevant terms and period labels.
- Place current study on timeline in relation to other studies of historical periods, events or lives of significant people.
- Compare current studies to a period previously studied.
- Know and sequence key events of time studied.

**Knowledge and Understanding of Events, People and Changes in the Past:**

- Develop a broad understanding of different aspects of life of different people within the time studied.
- Compare an aspect of life with the same aspect in another period studied.
- Make links between some of the features of past societies (religion, houses, society, technology) with life today.

**Interpretations of History:**

- Know that people both in the past have a point of view and that this can affect interpretation.
- Give reasons why there may be different accounts of history.
- Evaluate evidence to choose the most reliable forms.

**Historical Enquiry:**

- Investigate own lines of enquiry by posing questions to answer, selecting and recording relevant information.

**Organisation and Communication:**

- Timelines (pictures, key events / people / dates) - Debates.

### Science

**Earth and Space:**

- 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.

**Working Scientifically:**

**Concluding & Communicating:**

- Answer their own and others’ questions based on observations they have made, measurements they have taken or information they have gained from secondary sources.
- Discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer.
- Talk about how their scientific ideas change due to new evidence that they have gathered.
- Talk about how new discoveries change scientific understanding.
- Use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.
- In their conclusions: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.
- Evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used.
- Identify any limitations that reduce the trust they have in their data.
- Communicate their findings to an audience using relevant scientific language and illustrations.

Art	DT
<p><b>3D Form:</b></p> <ul style="list-style-type: none"> <li>- Design a clay pot using understanding of different construction techniques.</li> <li>- Make a clay pot using different construction techniques.</li> </ul> <p><b>Exploring and developing ideas:</b></p> <ul style="list-style-type: none"> <li>- Question and make thoughtful observations about starting points and select ideas and processes to use in their work.</li> <li>- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b>Evaluating and developing work:</b></p> <ul style="list-style-type: none"> <li>- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Begin to know how to program a computer to monitor changes in the environment and control their products.</li> </ul> <p><b>Cooking &amp; Nutrition:</b></p> <ul style="list-style-type: none"> <li>- Understand that food is grown (such as tomatoes, wheat and potatoes), reared (such as chickens, pigs, and cattle) and caught (such as fish) in the UK, Europe and the wider world and that seasons may affect the food available.</li> <li>- Taste a range of ingredients and food items to develop a sensory food vocabulary for use when designing.</li> <li>- Demonstrate how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</li> <li>- Begin to understand the importance of correct storage and handling of ingredients.</li> <li>- Begin to know how food is processed into ingredients that can be eaten or used in cooking.</li> <li>- Measure ingredients accurately using different equipment.</li> </ul>

PE	
<p><b>Gymnastics</b></p> <p><b>Warm-up / Set-up:</b></p> <ul style="list-style-type: none"> <li>- Understand why warming up and cooling down are important for good quality performance.</li> <li>- Know the importance of suppleness and strength, and recognise which activities support these.</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Confidently use equipment to vault, and incorporate this into sequences.</li> <li>- Show controlled confidence in rolls: log / curled side / teddy bear roll, crouched rocking forward roll, forward roll from standing, rocking for tucked backward roll.</li> <li>- Show confidence in jumps: straight, tuck, star, half-turn, cat spring, straddle and pike.</li> <li>- Select ideas to compose specific sequences of movements, shapes and balances.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> <li>- Develop strength, technique and flexibility throughout performances.</li> <li>- Apply skills and techniques consistently when performing, showing precision and control.</li> <li>- Combine equipment with movement to create sequences.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Modify some elements of a sequence as a result of self and peer evaluation.</li> <li>- Use complex gymnastic vocabulary to compare and improve work.</li> </ul> <p><b>Invasion Games (Hockey)</b></p>	<p><b>Health and Fitness</b></p> <p><b>Warm-up / Set-up:</b></p> <ul style="list-style-type: none"> <li>- Know and understand the reasons for warming up and cooling down.</li> <li>- Explain some safety principles when preparing for and during exercise.</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Understand why exercise is good for health, fitness and wellbeing.</li> <li>- Pupils know ways they can become healthier.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Know and understand what the four components of fitness are and why they are important to athletes.</li> <li>- Children know what foods are healthy and understand the importance of hygiene when doing exercises.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Evaluate the benefits of a given exercise / activity in relation to health, fitness and wellbeing, and discuss potential improvements.</li> </ul> <p><b>Net and Wall (Tennis)</b></p> <p><b>Warm-up / Set-up:</b></p> <ul style="list-style-type: none"> <li>- Devise an easy to follow scoring system.</li> </ul>

<p><b>Warm-up / Set-up:</b></p> <ul style="list-style-type: none"> <li>- Prepare for game-play by: checking the playing area (for safe, effective play); offering ideas for effective warm-up exercises and routines.</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Understand patters of play – if the ball is in a certain position, where should players be?</li> <li>- Understand different ways of attacking, and encourage others to use positions for their team effectively.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Show support of other players in attack and defence situations during game-play.</li> <li>-Change speed and direction with ball to avoid defenders.</li> <li>-Aim and shoot effectively in a variety of ways.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Discuss and identify which positions pupils feel most confident in.</li> </ul> <p>Modify some elements of game play as a result of self and peer-evaluation.</p> <ul style="list-style-type: none"> <li>- Use correct vocabulary to compare and improve work.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand how to change the court to make play more successful (easier).</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Understand how to hold and swing racket and where to stand on the court when hitting and receiving</li> <li>- Understand practices to help with precision and consistency of ball placement, and speed around the court.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Choose and apply relevant tactics during a game according to an agreed strategy.</li> <li>- Play co-operatively with team-mates, for example, making decisions when to run for points and when to stay in a safe zone.</li> <li>- Move into the correct position or space to catch a ball that is thrown or hit into the field.</li> </ul> <p><b>Evaluate and improve performance:</b></p> <ul style="list-style-type: none"> <li>- Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.</li> </ul>
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RE		Computing		Music	
<p><u><b>LAS Unit - Salvation</b></u></p> <p><b>Investigation and Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Suggest lines of enquiry to address questions raised by the study of religions and beliefs; suggest answers to these, using relevant sources and evidence</li> </ul> <p><b>Critical thinking and reflection:</b></p> <ul style="list-style-type: none"> <li>- Make informed responses to questions of meaning and purpose in the light of their learning</li> </ul> <p><b>Empathy:</b></p> <ul style="list-style-type: none"> <li>- Make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<p><u><b>LAS Unit - Incarnation</b></u></p> <p><b>Investigation and Enquiry:</b></p> <ul style="list-style-type: none"> <li>- Suggest lines of enquiry to address questions raised by the study of religions and beliefs; suggest answers to these, using relevant sources and evidence</li> </ul> <p><b>Critical thinking and reflection:</b></p> <ul style="list-style-type: none"> <li>- Make informed responses to questions of meaning and purpose in the light of their learning</li> </ul> <p><b>Empathy:</b></p> <ul style="list-style-type: none"> <li>- Make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> </ul>	<p><b>Computer Hardware</b></p> <p><b>Hardware &amp; Processing:</b></p> <ul style="list-style-type: none"> <li>- Recognises and understands the function of the main internal parts of basic computer architecture. (AB)</li> <li>- Knows that there is a range of operating systems and application software for the same hardware. (B)</li> <li>- Understands the concepts behind the fetch-execute cycle. (AB) (AL)</li> </ul>	<p><b>Rising Stars - Coding (enhanced)</b></p> <p><b>Programming &amp; Development:</b></p> <ul style="list-style-type: none"> <li>- Uses practical experiences of higher-level textual language to solve increasingly complex challenges.</li> </ul> <p><b>Algorithms:</b></p> <ul style="list-style-type: none"> <li>- Can identify similarities and differences in situations and can use these to solve problems (pattern recognition). (GE)</li> <li>- Understands a recursive solution to a problem repeatedly applies the same solution to smaller instances of the problem. (AL) (GE)</li> </ul>	<p><b>Music Express: Solar System</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Develop techniques of performing rap using texture and rhythm</li> </ul> <p><b>Improvising/exploring:</b></p> <ul style="list-style-type: none"> <li>- Play and improvise using the whole tone scale</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Hear and understand the features of the whole tone scale</li> <li>- Listen to and learn about modern classical/avant garde music</li> </ul> <p><b>Appraising:</b></p>	<p><b>Music Express: At the movies</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Sing and play percussion in a group piece with changes in tempo and dynamics</li> </ul> <p><b>Playing Instruments:</b></p> <ul style="list-style-type: none"> <li>- Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities</li> <li>- Perform music together in synchronisation with a short movie</li> </ul> <p><b>Improvising/exploring:</b></p> <ul style="list-style-type: none"> <li>- Learn about and explore techniques used in movie soundtracks</li> </ul> <p><b>Composing:</b></p>



<p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Establish own enquiry into key element of a religion i.e. answering a 'why' question</li> <li>- Draw conclusions based on evidence and reflect upon similarities and differences in sources of evidence</li> </ul>	<p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Establish own enquiry into key element of a religion i.e. answering a 'why' question</li> <li>- Draw conclusions based on evidence and reflect upon similarities and differences in sources of evidence</li> </ul>		<ul style="list-style-type: none"> <li>- Recognises that some problems share the same characteristics and use the same algorithm to solve both. (AL) (GE)</li> </ul>	<ul style="list-style-type: none"> <li>- Listen to a 19<sup>th</sup> century tone poem and describe its effects and use of the musical dimensions</li> <li>- Listen to and analyse 19<sup>th</sup> century impressionist music using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>- Use the musical dimensions to create and perform music for a movie</li> <li>- Create sounds for a movie, following a timesheet</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of the effect of music in movies</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>- Evaluate and refine compositions with reference to the inter-related dimensions of music.</li> <li>- Identify changes in tempo and their effects</li> </ul>
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PSHE	MFL	
<p><b><u>Living in the Wider World - Belonging to a Community:</u></b></p> <ul style="list-style-type: none"> <li>- About how resources are allocated and the effect this has on individuals, communities and the environment</li> <li>- The importance of protecting the environment and how everyday actions can either support or damage it</li> <li>- How to show compassion for the environment, animals and other living things</li> <li>- About the way that money is spent and how it affects the environment</li> <li>- To express their own opinions about their responsibility towards the environment</li> </ul> <p><b><u>Living in the Wider World - Media Literacy &amp; Digital Resilience:</u></b></p> <ul style="list-style-type: none"> <li>- To identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise</li> <li>- Basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased</li> <li>- That some media and online content promote stereotypes</li> <li>- How to assess which search results are more reliable than others</li> <li>- To recognise unsafe or suspicious content online</li> <li>- How devices store and share information</li> </ul> <p><b><u>Living in the Wider World - Money &amp; Work:</u></b></p> <ul style="list-style-type: none"> <li>- To identify jobs that they might like to do in the future</li> <li>- About the role ambition can play in achieving a future career</li> <li>- How or why someone might choose a certain career</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Times of the day</li> <li>- Telling the time</li> </ul> <p><b>Speaking and Listening:</b> <i>As for Terms 1 and 2</i></p> <p><b>Reading:</b> <i>As for Terms 1 and 2</i></p> <ul style="list-style-type: none"> <li>- Follow story and join in reading repeated phrases in the text</li> </ul> <p><b>Writing:</b> <i>As for Terms 1 and 2</i></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Hobbies 2</li> <li>- Using simple future tense</li> <li>- Numbers 0-20 plus 30, 40, 50</li> </ul> <p><b>Speaking and Listening:</b> <i>As for Terms 1, 2 and 3</i></p> <ul style="list-style-type: none"> <li>- Understand and express simple opinions</li> <li>- Understand more complex phrases and sentences</li> <li>- Prepare and practise simple conversation</li> </ul> <p><b>Reading:</b> <i>As for Terms 1, 2 and 3</i></p> <ul style="list-style-type: none"> <li>- Read variety of short texts</li> <li>- Read and understand a short paragraph with familiar vocabulary and structures</li> </ul> <p><b>Writing:</b> <i>As for Terms 1, 2 and 3</i></p>

<ul style="list-style-type: none"><li>- About what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li><li>- The importance of diversity and inclusion to promote people's career opportunities</li><li>- About stereotyping in the workplace, its impact and how to challenge it</li><li>- That there is a variety of routes into work e.g. college, apprenticeships, university, training</li></ul>		<ul style="list-style-type: none"><li>- Become familiar with the layout of a simple bilingual dictionary</li></ul>
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# Year 5 Summer Term – Mighty Rivers & Awesome Mountains

**Key Values:**  
 Term 5: **Arnie Adventure**  
 Term 6: **Teamwork Twins**



## English

**Narrative Poetry** – ‘The Highwayman’ and ‘The Visitor’  
*Reading:* identifying key events in poem; retrieve and infer to explore setting and characters; predictions, opinions, layers of meaning; authorial intent; performance.  
*Writing:* writing the poem as a narrative.

**Information text – Rivers/Mountains (Topic)**  
*Reading; skimming and scanning for research; note-making.*  
*Writing:* information text.

**Visual Literacy – ‘The Piano’** *Reading:* summarising; viewpoint and impact on reader; authorial intent; *Writing:* conversation (direct and reported speech); storyboard; letter writing.

**Poetry and Performance – ‘The Listening Lions’**  
*Reading* – comprehension; annotating; learning off by heart, performance (facial expressions, body language, voice, pitch, tone, speed, pause, volume, chorus or single voices).

## Maths

Based on **Powermaths** (extra content shown in brackets).

- Properties of shape
- Position and direction
- Converting units
- Volume and capacity
- (Reinforcing the 4 rules)

(Focus on fluency – starting with Fluent in 5)

## Geography

**Locational Knowledge:**

- Identify the position and significance of latitude, longitude, equator, N/S hemisphere.
- Name and locate geographical regions (including hills mountains and rivers) and their identifying human and physical characteristics.
- Explain how some land use patterns have changed over time (through history).

**Place Knowledge:**

- Understand geographical similarities and differences (through human and physical geography), by comparing Samoans (France) and Alford.

**Human and Physical Geography:**

- Describe and understand key aspects of physical geography: rivers and mountains and human geography: types of land use, settlements and economic activity.

**Geographical Skills & Fieldwork**

- Use eight compass points to follow/give directions.
- Use four figure grid references to locate features on a map; make links to latitude and longitude when locating features in an atlas.
- Recognise and use some OS map symbols (within orienteering).
- Begin to use primary and secondary sources of evidence in their investigations.
- Use field work to observe, measure record and present physical geographical features.

## Science

**Forces:**

- 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

**Working Scientifically:**

**Asking Questions:**

- Independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry.
- Recognise how secondary sources can be used to answer questions that cannot be answered through practical work.

**Observing & Measuring:**

- Select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.
- During an enquiry, make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).

Art	DT
<p><b>Painting:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate a secure knowledge of colour mixing.</li> <li>- Trial specific painting techniques.</li> </ul> <p><b>Evaluating and developing work:</b></p> <ul style="list-style-type: none"> <li>- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.</li> <li>- Adapt their work according to their views and describe how they might develop it further.</li> </ul>	<p><b>Design:</b></p> <ul style="list-style-type: none"> <li>- Begin to generate innovative ideas based on research to establish the design criteria for a successful product.</li> <li>- Produce appropriate lists of tools, equipment and materials that they need.</li> <li>- Formulate clear plans as a guide to making.</li> <li>- Clarify design ideas through cross-sectional diagrams.</li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>- Select from and use a wider range of materials and components (construction materials), according to their functional properties and aesthetic qualities.</li> <li>- Select appropriate tools, equipment and techniques accurately, e.g. for cutting, shaping, joining and finishing.</li> <li>- Demonstrate how to use different tools and equipment safely and with accuracy to ensure a good quality finish to the product, e.g. junior saw, sandpaper.</li> <li>- Demonstrate how to measure, mark out, cut and shape materials and components with more accuracy.</li> <li>- Demonstrate how to assemble, join and combine materials and components with more accuracy.</li> <li>- Demonstrate how to use a range of finishing techniques to strengthen and improve the appearance of their end product with more accuracy, e.g. edging / backing sheets, art and design skills.</li> <li>- Begin to use techniques that involve a number of steps.</li> <li>- Begin to demonstrate resourcefulness when tackling problems.</li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>- Begin to evaluate a product against the design specification and by carrying out tests.</li> </ul> <p><b>Technical Knowledge:</b></p> <ul style="list-style-type: none"> <li>- Begin to know how to reinforce and strengthen a 3D framework.</li> <li>- Begin to understand and know how mechanical systems such as cams or pulleys or gears create movement.</li> <li>- Extend further the correct technical vocabulary for the projects they are undertaking.</li> </ul> <p><b>Cooking &amp; Nutrition:</b></p> <ul style="list-style-type: none"> <li>- Begin to understand how food is processed into ingredients that can be eaten or used in cooking.</li> <li>- Begin to understand how to control the temperature of the oven or hob when cooking or baking.</li> <li>- Measure ingredients accurately using different equipment.</li> </ul>

PE	
<p><b>Swimming</b></p> <p><b>Warm-up / Set-up:</b></p> <ul style="list-style-type: none"> <li>- Understand the benefits of swimming as a form of exercise, supporting strength, stamina and suppleness</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Perform safe self- rescue in different water-based situations.</li> <li>- Use a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p>	<p><b>Gymnastics</b></p> <p><b>Warm-up / Set-up:</b></p> <ul style="list-style-type: none"> <li>- Understand why warming up and cooling down are important for good quality performance.</li> <li>- Know the importance of suppleness and strength, and recognise which activities support these.</li> </ul> <p><b>Acquire and develop skills:</b></p> <ul style="list-style-type: none"> <li>- Confidently use equipment to vault, and incorporate this into sequences.</li> <li>- Show controlled confidence in rolls: log / curled side / teddy bear roll, crouched rocking forward roll, forward roll from standing, rocking for tucked backward roll.</li> <li>- Show confidence in jumps: straight, tuck, star, half-turn, cat spring, straddle and pike.</li> <li>- Select ideas to compose specific sequences of movements, shapes and balances.</li> </ul> <p><b>Select and apply skills, tactics and compositional ideas:</b></p> <ul style="list-style-type: none"> <li>- Demonstrate precise and controlled placement of body parts in their actions, shapes and balances.</li> </ul>

- Swim competently, confidently and proficiently over a distance of at least 25 metres

**Evaluate and improve performance:**

- Reflect and comment on technique to help improve performance.

**Striking & Fielding** (Kwik cricket)

**Warm-up / Set-up:**

- Suggest appropriate exercises for warm-up, taking into account the effect of striking and fielding actions on the whole body
- Set up a suitable playing area independently.

**Acquire and develop skills:**

- Hit a bowled ball out into the field.
- Control the speed and direction of the ball when bowling.
- React quickly to catch balls thrown at different heights / angles.
- Accurately throw a ball overarm or underarm to reach a designated target.
- Understand the active role of a fielder and the importance of strategic placement on the field.

**Select and apply skills, tactics and compositional ideas:**

- Choose and apply relevant tactics during a game according to an agreed strategy.
- Play co-operatively with team-mates, for example, making decisions when to run for points and when to stay in a safe zone.
- Move into the correct position or space to catch a ball that is thrown or hit into the field.

**Evaluate and improve performance:**

- Evaluate strengths and weaknesses in their own and others' performances and suggest improvements.

- Develop strength, technique and flexibility throughout performances.

- Apply skills and techniques consistently when performing, showing precision and control.

- Combine equipment with movement to create sequences.

**Evaluate and improve performance:**

- Modify some elements of a sequence as a result of self and peer evaluation.
- Use complex gymnastic vocabulary to compare and improve work.

**Athletics**

**Warm-up / Set-up:**

- Understand why warming up and cooling down are important for good quality performance.
- Know the importance of strength, stamina and speed, and recognise which activities support these.

**Acquire and develop skills:**

*Running*

- Accelerate from a variety of starting positions and select their preferred position.
- Identify their reaction times when performing a sprint start.
- Continue to practise and refine techniques for sprinting, focusing on an effective sprint start.
- Select the most suitable pace for the distance in order to maintain a sustained run.
- Identify and demonstrate stamina, explaining its importance for runners.

*Throwing*

- Throw a variety of implements using a range of throwing techniques, incl. a fling throw
- Continue to develop techniques to throw for increased distance.
- Measure and record the distance of their throws.

*Jumping*

- Improve techniques for jumping for distance, including an effective standing long jump and standing triple jump, with increased confidence.
- Develop an effective technique for the standing vertical jump (jumping for height) including take-off and flight.
- Land safely and with control.
- Measure with accuracy.

**Select and apply skills, tactics and compositional ideas:**

- Consistently perform and apply skills and techniques with increasing accuracy and control.
- Take part in competitive games, using tactics and technique.

**Evaluate and improve performance:**

- Explain why they have used particular skills or techniques, and the effect they have had on their performance.
- Be able to self-evaluate a successful run, throw and jump with reflection on areas of improvement.

RE	Computing		Music	
<p><b>LAS Unit - Expressing Beliefs through the Arts</b> (including Christianity)</p> <p><b>Knowledge Focus: learning about religions:</b></p> <ul style="list-style-type: none"> <li>- Explain how some forms of religious expression are used differently by individuals and communities</li> </ul> <p><b>Analysis:</b></p> <ul style="list-style-type: none"> <li>- Explain connections between questions, beliefs, values and practices in different belief systems</li> <li>- Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities</li> </ul> <p><b>Interpreting:</b></p> <ul style="list-style-type: none"> <li>- Recognise and explain diversity within religious expression, using appropriate concepts.</li> </ul>	<p><b>Binary</b></p> <p><b>Data &amp; Data Representation:</b></p> <ul style="list-style-type: none"> <li>- Knows that digital computers use binary to represent all data. (AB)</li> <li>- Understands how bit patterns represent numbers and images. (AB)</li> <li>- Knows that computers transfer data in binary. (AB)</li> <li>- Understands the relationship between binary and file size (uncompressed). (AB)</li> <li>- Understands how numbers, images, sounds and character sets use the same bit patterns. (AB) (GE)</li> <li>- Performs simple operations using bit patterns e.g. binary addition. (AB) (AL)</li> </ul>	<p><b>Rising Stars - Enhanced web design</b></p> <p><b>Communication &amp; Networks:</b></p> <ul style="list-style-type: none"> <li>- Understands how to construct static web pages (AL) (AB)</li> <li>- Understands data transmission between digital computers over networks, including the internet i.e. IP addresses and packet switching. (AL) (AB)</li> <li>- Knows the names of hardware e.g. hubs, routers, switches, and the names of protocols e.g. SMTP, iMAP, POP, FTP, TCP/IP, associated with networking computer systems. (AB)</li> </ul>	<p><b>Whole Class Ukulele</b></p> <p><b>Playing instrument:</b></p> <ul style="list-style-type: none"> <li>- parts of the ukulele</li> <li>- learn string notes</li> <li>- learn chords C, Am, F, C<sup>7</sup></li> <li>- strumming and finger plucking techniques</li> <li>- string damp technique</li> </ul> <p><b>Improvising/exploring:</b></p> <ul style="list-style-type: none"> <li>- create own strumming rhythms</li> <li>- improvise strumming fills</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>- introduction to song</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- appreciation of Bluegrass Country Music</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>- Performance</li> </ul>	<p><b>Music Express: Our Community</b></p> <p><b>Singing:</b></p> <ul style="list-style-type: none"> <li>- Prepare for a performance by considering narration, performance space, setting up and other logistics</li> </ul> <p><b>Improvising/exploring:</b></p> <ul style="list-style-type: none"> <li>- Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion</li> <li>- Learn about jazz scat singing and devise scat sounds</li> </ul>

PSHE	MFL	
<p><b>Health &amp; Wellbeing - Physical Health &amp; Mental Wellbeing:</b></p> <ul style="list-style-type: none"> <li>- How sleep contributes to a healthy lifestyle</li> <li>- Healthy sleep strategies and how to maintain them</li> <li>- About the benefits of being outdoors and in the sun for physical and mental health</li> <li>- How to manage risk in relation to sun exposure, including skin damage and heat stroke</li> <li>- How medicines can contribute to health and how allergies can be managed</li> <li>- That some diseases can be prevented by vaccinations and immunisations</li> <li>- That bacteria and viruses can affect health</li> <li>- How they can prevent the spread of bacteria and viruses with everyday hygiene routines</li> <li>- To recognise the shared responsibility of keeping a clean environment</li> </ul> <p><b>Health &amp; Wellbeing - Growing &amp; Changing:</b></p> <ul style="list-style-type: none"> <li>- About personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes</li> <li>- That for some people their gender identity does not correspond with their biological sex</li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Hobbies/sports</li> <li>- Numbers 0-50</li> <li>- Comparisons</li> <li>- Fruit</li> </ul> <p><b>Speaking and Listening:</b></p> <p><i>As for Terms 1, 2, 3 and 4</i></p> <p><b>Reading:</b></p> <p><i>As for Terms 1, 2, 3 and 4</i></p> <p><b>Writing:</b></p> <p><i>As for Terms 1, 2, 3 and 4</i></p>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>- Food</li> <li>- Breakfast</li> </ul> <p><b>Speaking and Listening:</b></p> <p><i>As for Terms 1, 2, 3 4 and 5</i></p> <ul style="list-style-type: none"> <li>- Prepare a short presentation</li> </ul> <p><b>Reading:</b></p> <p><i>As for Terms 1, 2, 3 4 and 5</i></p> <p><b>Writing:</b></p> <p><i>As for Terms 1, 2, 3 4 and 5</i></p>

<ul style="list-style-type: none"> <li>- How to recognise, respect and express their individuality and personal qualities</li> <li>- Ways to boost their mood and improve emotional wellbeing</li> <li>- About the link between participating in interests, hobbies and community groups and mental wellbeing</li> </ul> <p><b>Health &amp; Wellbeing - Keeping Safe:</b></p> <ul style="list-style-type: none"> <li>- To identify when situations are becoming risky, unsafe or an emergency</li> <li>- To identify occasions where they can help take responsibility for their own safety</li> <li>- To differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour</li> <li>- How to deal with common injuries using basic first aid techniques</li> <li>- How to respond in an emergency, including when and how to contact different emergency services</li> </ul>	<p><b>Cultural: (Food)</b></p> <ul style="list-style-type: none"> <li>- Compare traditional / typical English and Spanish food</li> </ul>	<p><b>Cultural: (Family)</b></p> <ul style="list-style-type: none"> <li>- Reflect on everyday experience and consider how their lifestyle may be different to a Spanish child's</li> </ul>
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