
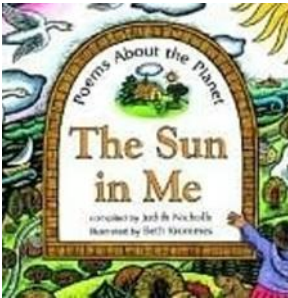
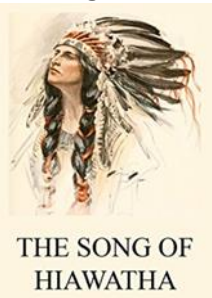




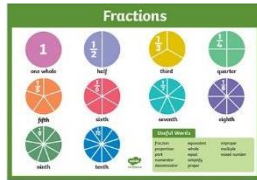
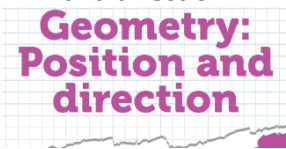
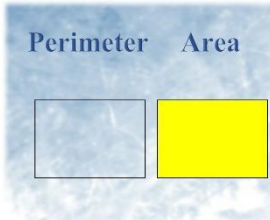
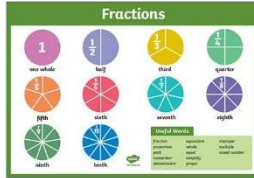
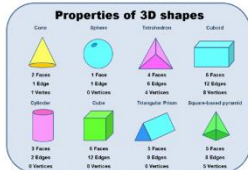
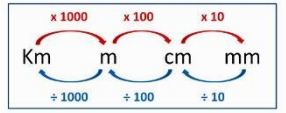


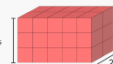





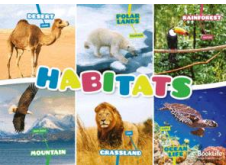






## Year Five Curriculum Overview 2024-2025




YEA R FIVE	Autumn Term		Spring Term		Summer Term	
E n g l i s h	<p><b>The Moon</b></p>  <p>Various Poetic Structures</p>	<p><b>The Sun in Me</b></p>  <p>Personification</p>	<p><b>The Song Hiawatha</b></p>  <p>Narrative Poetry</p>	<p><b>Animals of Africa</b></p>  <p>Performance Poetry</p>	<p><b>Finding Magic</b></p>  <p>Free Verse Poetry</p>	<p><b>Viking Kennings and Spells</b></p>  <p>Kenning Poetry</p>



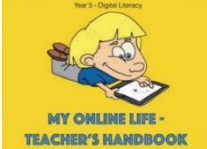



YEA R FIVE	Autumn Term	Spring Term		Summer Term	
	<p><b>The Darkest Dark by Chris Hadfield</b></p>  <p>Biography Auto-Biography</p>	<p><b>Sinbad the Sailor by Marcia Williams</b></p>  <p>Myth</p>	<p><b>Shackleton's Journey By William Grill</b></p>  <p>Biography</p>	<p>Mini Units – range of genres and stimuli Narrative (Mystery)</p>  <p>Facts of the Case of Mr Hollow (animation) Explanation</p>  <p>Antarctic Survival – Shackleton's Journey Instructions</p>  <p>How to build a 'perfect' town Narrative Children's own choice of narrative Report (Green Flag Award)</p>  <p>Pollution Persuasion</p>  <p>Holiday Brochure – a place they have visited</p>	<p><b>Macbeth by William Shakespeare</b></p>  <p>Classic</p> <p><b>The Lost Happy Endings by Carol Ann Duffy and Jane Ray</b></p>  <p>Humorous fiction</p>



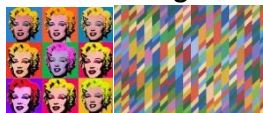



YEA R FIVE	Autumn Term		Spring Term		Summer Term									
M a t h s	<b>Place Value</b> 	<b>Multiplication and division</b> <table><tr><td>Multiplication</td><td>×</td></tr><tr><td>Division</td><td>÷</td></tr></table>	Multiplication	×	Division	÷	<b>Multiplication and division</b> <table><tr><td>Multiplication</td><td>×</td></tr><tr><td>Division</td><td>÷</td></tr></table>	Multiplication	×	Division	÷	<b>Fractions</b> 	<b>Number: Decimals</b> 5.6 3.1 2.65 9.3 0.7 1.24 8.2 0.1 2.2 0.12 7.7 0.3	<b>Geometry: Position and direction</b> 
	Multiplication	×												
	Division	÷												
	Multiplication	×												
Division	÷													
<b>Addition and subtraction</b> <table><tr><td>Addition</td><td>+</td></tr><tr><td>Subtraction</td><td>-</td></tr></table>	Addition	+	Subtraction	-	<b>Measurement: Perimeter and area</b> 	<b>Fractions</b> 	<b>Number: Decimals</b> 5.6 3.1 2.65 9.3 0.7 1.24 8.2 0.1 2.2 0.12 7.7 0.3	<b>Geometry: Properties of shape</b> 	<b>Measurement: Converting units</b> Converting LENGTH Units It is easiest to use a conversion look-up diagram like the one below:  5km = 7 m    Need to x 1000    5 x 1000 = 5000m ✓ 120cm = 7 m    Need to ÷ 100    120 ÷ 100 = 1.2m ✓					
Addition	+													
Subtraction	-													
<b>Statistics</b> 			<b>Number: Percentages</b> 		<b>Measurement: Volume</b>  Volume of rectangular prism = Length x Breadth x Height = 5 x 3 x 2 = 30 cubic units									



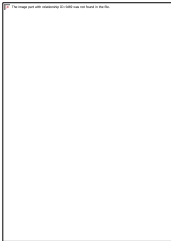




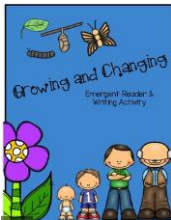

YEAR FIVE	Autumn Term		Spring Term	Summer Term	
S c i e n c e	<p><b>Earth and Space</b></p>  <ul style="list-style-type: none"> <li>describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>describe the movement of the moon relative to the Earth</li> <li>describe the sun, Earth and moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<p><b>Forces</b> Types of Force:</p>  <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</li> </ul>	<p><b>Properties of and changes in materials</b></p>  <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</li> </ul>	<p><b>Living things and their habitats</b></p>  <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ul>	<p><b>Animals, including humans to old age</b></p>  <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>







YEA R FIVE	Autumn Term	Spring Term	Summer Term
H i s t o r y	<p data-bbox="181 196 786 260"><b>Was England impacted upon by the settlement of Anglo Saxons and Scots and if so, how?</b></p>  <ul data-bbox="208 560 741 624" style="list-style-type: none"> <li>• Britain's settlement by Anglo-Saxons and Scots</li> </ul>	<p data-bbox="987 196 1368 228"><b>Were the Vikings good people?</b></p>  <ul data-bbox="887 560 1485 655" style="list-style-type: none"> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> </ul>	<p data-bbox="1563 220 2130 284"><b>Did the ancient Mayan civilisation achieve any greatness?</b></p>  <ul data-bbox="1597 595 2134 799" style="list-style-type: none"> <li>• a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</li> </ul>







YEA R FIVE	Autumn Term	Spring Term	Summer Term
G e o g r a p h y	<p data-bbox="338 164 629 185"><b>What is life like in the Alps?</b></p> <p data-bbox="338 193 629 213"><b>Fieldwork:</b> Urban or local area</p>  <ul data-bbox="159 400 808 1485" style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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)</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p data-bbox="1059 164 1294 185"><b>Why do oceans matter?</b></p> <p data-bbox="1021 193 1332 213"><b>Fieldwork:</b> Marine environment</p>  <ul data-bbox="840 400 1503 1046" style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>	<p data-bbox="1666 164 2024 185"><b>Would you like to live in the desert?</b></p>  <ul data-bbox="1597 368 2134 1342" style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>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)</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>







YEAR FIVE	Autumn Term		Spring Term		Summer Term	
C o m p u t i n g	<p data-bbox="226 164 403 188"><b>Digital Literacy</b></p>  <p data-bbox="159 349 331 373"><b>Mandatory Skills:</b></p> <ul data-bbox="159 378 439 432" style="list-style-type: none"> <li>I can film and produce a short video.</li> </ul> <p data-bbox="159 437 403 461"><b>Information Technology:</b></p> <ul data-bbox="159 466 456 576" style="list-style-type: none"> <li>I can use a search engine and I am aware that not everything I read online is correct.</li> </ul> <p data-bbox="159 580 313 604"><b>Digital Literacy:</b></p> <ul data-bbox="159 609 450 815" style="list-style-type: none"> <li>I can create a subject specific vlog and understand the potential risks of sharing content online.</li> <li>I can collaborate to develop &amp; improve work.</li> </ul>	<p data-bbox="593 164 714 188"><b>Byte sized</b></p>  <p data-bbox="497 501 743 525"><b>Information Technology:</b></p> <ul data-bbox="497 529 806 671" style="list-style-type: none"> <li>I can record and produce a podcast / audio clips.</li> <li>I can use unfamiliar technology to create content.</li> </ul> <p data-bbox="497 676 795 730">I can improve the quality and presentation of my work</p> <p data-bbox="497 735 743 759"><b>Information Technology:</b></p> <ul data-bbox="497 764 806 991" style="list-style-type: none"> <li>I can record and produce a podcast / audio clips.</li> <li>I can use unfamiliar technology to create content.</li> <li>I can improve the quality and presentation of my work</li> </ul> <p data-bbox="497 995 651 1019"><b>Digital Literacy:</b></p> <ul data-bbox="497 1024 786 1110" style="list-style-type: none"> <li>I can access school email and can send emails to classmates and teacher.</li> </ul>	<p data-bbox="898 164 1075 228"><b>Digital Literacy E-Safety</b></p>  <p data-bbox="837 386 987 410"><b>Digital literacy:</b></p> <ul data-bbox="837 414 1135 1323" style="list-style-type: none"> <li>I can search for someone online and create a summary report about that person.</li> <li>I understand the need for copyright and the consequences of ignoring it.</li> <li>I am aware that there are people online who may try to upset me and my group of friends. I make a positive contribution to my online community.</li> <li>I understand the impact online bullying can have and I know what to do if I am the victim or I witness online bullying.</li> <li>I understand the impact technology can have on my health, well being and lifestyle.</li> <li>I can create a strong password and understand the real cost of some apps.</li> <li>I am aware that my identity can be copied by other users and take appropriate</li> </ul>	<p data-bbox="1238 164 1451 188"><b>Computer Science</b></p>  <p data-bbox="1164 349 1337 373"><b>Mandatory Skills:</b></p> <ul data-bbox="1164 378 1503 432" style="list-style-type: none"> <li>I can film and produce a short video.</li> </ul> <p data-bbox="1164 437 1350 461"><b>Computer Science:</b></p> <ul data-bbox="1164 466 1489 608" style="list-style-type: none"> <li>I can decompose a problem, design an algorithm and use this to write a program.</li> <li>I can use logical reasoning to detect &amp; debug a program.</li> </ul> <p data-bbox="1164 612 1408 636"><b>Information Technology:</b></p> <ul data-bbox="1164 641 1516 695" style="list-style-type: none"> <li>I can use unfamiliar technology to create content.</li> </ul>	<p data-bbox="1619 164 1756 228"><b>Information Technology</b></p>  <p data-bbox="1547 386 1720 410"><b>Mandatory Skills:</b></p> <ul data-bbox="1547 414 1827 557" style="list-style-type: none"> <li>I can make a QR codes that links to my own work.</li> <li>I can film and produce a short video.</li> </ul> <p data-bbox="1547 561 1792 585"><b>Information Technology:</b></p> <ul data-bbox="1547 590 1827 788" style="list-style-type: none"> <li>I can use unfamiliar technology to create content.</li> <li>I can improve the quality and presentation of my work.</li> </ul>	<p data-bbox="1910 164 2096 188"><b>Fun/Application</b></p>  <p data-bbox="1856 349 2029 373"><b>Mandatory Skills:</b></p> <ul data-bbox="1856 378 2141 520" style="list-style-type: none"> <li>I can make a QR codes that links to my own work.</li> <li>I can film and produce a short video.</li> </ul> <p data-bbox="1856 525 2042 549"><b>Computer Science:</b></p> <ul data-bbox="1856 553 2136 663" style="list-style-type: none"> <li>I can explore networks and internet traffic.</li> <li>I can create a basic web page using HTML.</li> </ul> <p data-bbox="1856 668 2103 692"><b>Information Technology:</b></p> <ul data-bbox="1856 697 2130 1110" style="list-style-type: none"> <li>I can record and produce a podcast / audio clips.</li> <li>I can use unfamiliar technology to create content.</li> <li>I can improve the quality and presentation of my work.</li> <li>I can use a search engine and I am aware that not everything I read online is correct.</li> </ul> <p data-bbox="1856 1115 2011 1139"><b>Digital Literacy:</b></p> <ul data-bbox="1856 1144 2130 1372" style="list-style-type: none"> <li>I can create a subject specific vlog and understand the potential risks of sharing content online.</li> <li>I can collaborate to develop &amp; improve work.</li> </ul>







YEA R FIVE	Autumn Term		Spring Term		Summer Term	
A r t  a n d  D e s i g n  T e c h n o l o g y	<b>Drawing</b> <b>Artist Link – Roy Lichtenstein or Vija Celmins</b> 	<b>Pop up books (Mechanisms)</b> 	<b>Printing</b> <b>Artist Link – Andy Warhol or Bridget Riley</b> 	<b>Stuffed toys (Textiles)</b> 	<b>Mixed Media</b> <b>Artist Link – Alma Woodsey Thomas or Beatriz Milhazes</b> 	<b>Developing a recipe (Cooking and nutrition)</b> 
	<ul style="list-style-type: none"><li>Investigate a range of starting points for their work, and choose which idea to develop further.</li><li>Record their thoughts and experiences in a sketch book / 'ideas journal', and annotate these in order to aid the development of their ideas.</li><li>Use appropriate language when comparing ideas, methods and approaches in their own and others' work.</li><li>Use sketch book / 'ideas journal' to evaluate and adapt their work as their ideas develop; make annotations in their books to show their ongoing evaluations and how they might develop their work further.</li></ul>	<ul style="list-style-type: none"><li>Produce a suitable plan for each page of their book.</li><li>Produce the structure of the book.</li><li>Assemble the components necessary for all their structures/mechanisms.</li><li>Hide the mechanical elements with more layers using spacers where needed.</li><li>Use a range of mechanisms and structures to illustrate their story and make it interactive for the users.</li><li>Use appropriate materials and captions to illustrate the story.</li></ul>	<ul style="list-style-type: none"><li>Use creative thinking to adapt an initial idea, e.g. experiment with alternative colour palette.</li><li>Critically analyse the styles of artists, craft makers or designers and use this to inform their own work.</li><li>Understand how a chosen artist or art form has contributed to the culture and / or history of a specific nation.</li><li>Are confident when working with a wide range of tools and materials to create different effects, e.g. use a graphics package to manipulate an image by applying a filter.</li></ul>	<ul style="list-style-type: none"><li>Design a stuffed toy, considering the main component shapes of their toy.</li><li>Create an appropriate template for their stuffed toy.</li><li>Join two pieces of fabric using a blanket stitch.</li><li>Neatly cut out their fabric. Use appliqué or decorative stitching to decorate the front of their stuffed toy.</li><li>Use blanket stitch to assemble their stuffed toy, repairing when needed.</li><li>Identify what worked well and areas for improvement.</li></ul>	<ul style="list-style-type: none"><li>Explain how they are developing their ideas as they work, and use language appropriate to the chosen art form.</li><li>Use their knowledge of drawing, painting, sculpture and other art, craft and design techniques to work creatively e.g. adapting the style of an artist to create their own effect.</li><li>Describe what they think and feel about their own and others' work and how this might influence their designs.</li></ul>	<ul style="list-style-type: none"><li>Describe the process of beef production.</li><li>Research a traditional recipe and make changes to it.</li><li>Add nutritional value to a recipe by selecting ingredients.</li><li>Prepare and cook a version of bolognese sauce.</li></ul>

YEA R FIVE	Autumn Term			Spring Term			Summer Term		
	Families and Friends	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and mental well-being	Growing and changing	Keeping safe
P e r s o n a l / S o c i a l a n d H e a l t h E d u c a t i o n	 <p>Managing friendships and peer influence</p>	 <p>Physical contact and feeling safe</p>	 <p>Responding respectfully to a wide range of people</p> <p>Recognising prejudice and discrimination</p>	 <p>Protecting the environment</p> <p>How we show compassion towards others</p>	 <p>How information online is targeted</p> <p>Exploring different media types, their role and impact</p>	 <p>Identifying job interests and aspirations</p> <p>Exploring what influences career choices</p> <p>Exploring and challenging workplace stereotypes</p>	 <p>Recognising the importance of healthy sleep habits</p> <p>Exploring the impact of poor sun safety and exploring effective ways to keep safe in the sun</p> <p>Learn about medicines, vaccinations, immunisations and allergies</p>	 <p>Exploring physical and emotional changes (Puberty)</p> <p>The importance of personal hygiene</p>	 <p>How to keep safe in different situations, including responding in emergencies, first aid</p>

YEAR FIVE	Autumn Term		Spring Term		Summer Term	
M U S I C	<p><b>Composing notation</b></p>  <ul style="list-style-type: none"> <li>Performing accurately from graphic notation using voices and instruments.</li> <li>Identifying how the key features of music are written down, by following a score whilst listening.</li> <li>Creating a sound story using voices and instruments, and notate it using hieroglyphs.</li> </ul>	<p><b>Composition to represent the festival of colour: Holi</b></p>  <ul style="list-style-type: none"> <li>Participating in a class performance.</li> <li>Representing a known piece of music using a graphic score.</li> <li>Creating vocal compositions based on a picture and a colour.</li> </ul>	<p><b>Looping and remixing: Dance music</b></p>  <ul style="list-style-type: none"> <li>Playing their own composition in time with a backing rhythm.</li> <li>Hearing loops or sections of music within remixes.</li> <li>Creating their own remix using fragments of a known song.</li> </ul>	<p><b>South and West Africa</b></p>  <ul style="list-style-type: none"> <li>Singing a traditional African song unaccompanied.</li> <li>Playing a chord progression on tuned percussion.</li> <li>Recognising the stylistic features of south and west African music.</li> <li>Composing an eight beat rhythmic break.</li> <li>Learning how music evolved in different traditions.</li> </ul>	<p><b>Blues</b></p>  <ul style="list-style-type: none"> <li>performing the blues scale on a tuned percussion instrument.</li> <li>Hearing when songs play the 12 bar blues.</li> <li>Improvising a blues performance.</li> <li>Understanding how this genre of music came to be</li> </ul>	<p><b>Musical theatre</b></p>  <ul style="list-style-type: none"> <li>Participating in a group performance to tell a story.</li> <li>Performing a vocal ostinato as part of a layered ensemble.</li> <li>Identify the features of songs from musical theatre.</li> <li>Composing an original piece or using familiar songs to tell a story.</li> <li>Understanding what musical theatre looked and sounded like across decades.</li> </ul>

YEA R FIVE	Autumn Term		Spring Term		Summer Term	
	Handball	Tag Rugby	Badminton	Dance	Rounders	Athletics
P h y s i c a l  E d u c a t i o n						
	<ul style="list-style-type: none"> <li>To perform skills with accuracy, confidence and control.</li> <li>know the difference between attacking and defending skills.</li> <li>respond consistently in the games they play choosing and using skills which meet the needs of the situation.</li> <li>find and use space effectively.</li> <li>use a variety of skills to keep possession of the ball.</li> <li>analyse specific parts of a game and suggest ways to improve outcomes.</li> <li>be able to warm up thoroughly and understand the importance of the different elements of fitness throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>To perform skills with accuracy, confidence and control.</li> <li>know the difference between attacking and defending skills.</li> <li>respond consistently in the games they play choosing and using skills which meet the needs of the situation.</li> <li>find and use space effectively.</li> <li>use a variety of skills to keep possession of the ball.</li> <li>analyse specific parts of a game and suggest ways to improve outcomes.</li> <li>be able to warm up thoroughly and understand the importance of the different elements of fitness throughout the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>To play shots on both sides of the body and above their heads in practices and during games.</li> <li>direct the ball/shuttle well towards their partner or target court area.</li> <li>show good backswing, follow through and feet positioning.</li> <li>hit with purpose, varying speed, height and direction.</li> <li>explain the skills and why they are important in a game situation.</li> <li>spot the spaces on their opponents court and aim for those.</li> <li>position themselves well on court and in the 'ready' position.</li> <li>understand their own strengths and weaknesses and discuss ways to improve.</li> <li>work cooperatively and considerately with others.</li> <li>understand why warming up is important and how it relates to performance.</li> <li>have an understanding of the components of fitness: flexibility, agility, balance, coordination</li> </ul>	<ul style="list-style-type: none"> <li>To explore, improvise and choose appropriate material to create new motifs in a chosen dance style.</li> <li>perform specific skills and movement patterns with accuracy.</li> <li>compose, develop and adapt motifs to make longer dance phrases.</li> <li>use appropriate dance terminology to describe their own and the dances of others.</li> <li>discuss ways to improve upon performance or composition components.</li> <li>warm up and cool down independently and understand the relationship between an active lifestyle and long term health.</li> </ul>	<ul style="list-style-type: none"> <li>To use different ways of bowling and perform accurately.</li> <li>vary bowling methods.</li> <li>bat effectively using different types of shot.</li> <li>field with increasing accuracy and speed using the relevant type of throw for the distance.</li> <li>hit the ball from both sides of the body.</li> <li>direct the hit away from fielders by using different angles and speeds.</li> <li>be able to plan to outwit the opposition whether batting, bowling or fielding.</li> <li>judge when it's safe to run and for how long.</li> <li>work effectively within a team communicating well.</li> <li>recognise strengths and weaknesses in play and discuss steps for success.</li> <li>understand the effects of exercise on the body and the components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>sustain their pace over longer distances.</li> <li>throw with greater control, accuracy, power and efficiency.</li> <li>perform a range of jumps showing power, control and consistency at both take-off and landing.</li> <li>organise themselves in small groups safely taking it in turns to complete the challenges set.</li> <li>understand the principles of relay take-overs and perform well in a relay event.</li> <li>watch another performer and identify the main strengths and weakness.</li> <li>be able to discuss steps for success and put these in to practice.</li> <li>perform an effective warm up and cool down, understanding their importance with physical performance.</li> <li>understand the elements of fitness.</li> </ul>

YEA R FIVE	Autumn Term		Spring Term		Summer Term	
	Christianity (God)	Islam	Hindu Dharma	Christianity (Jesus)	Christianity (Church)	Judaism
R e l i g i o u s  E d u c a t i o n	 <p>Why is it sometimes difficult to do the right thing?</p>	 <p>Why is the Qur'an so important to Muslims?</p>	 <p>What might Hindus learn from stories about Krishna?</p>	 <p>What do we mean by a miracle?</p>	 <p>How do people decide what to believe?</p>	 <p>Do people need laws to guide them?</p>

YEA R FIVE	Autumn Term		Spring Term		Summer Term	
L a n g u a g e s	<b>My school, my subject</b>  <p>Asking and answering what school subjects we learn Expressing a simple opinion Likes and dislikes Asking and answering information about the day and subjects Adjectives to give opinion Places around the school</p>	<b>Time in the city</b>  <p>Buildings and places of interest Where is ( + shops) Here is ( + shops) Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50</p>	<b>Healthy eating – going to market</b>  <p>Shopping at the market Fruit Vegetables Transactional language at the shops Numbers 0-50/ Euros Instructions to make a healthy dish</p>	<b>Clothes, colours, fashions show</b>  <p>What are you wearing? I am wearing What's it like? It's + colour and size It has...</p>	<b>Out of this world</b>  <p>Personal information at passport control Countries Planets Adjectives</p>	<b>Going to the seaside</b>  <p>You can Play + sports Eat + foods Wear +beach clothes</p>
E n r i c h m e n t	<b>Enterprise (Car Wash)</b> <b>Languages Day (27/9)</b>		<b>PAN Visual Art</b>	<b>World Book Day (3/3)</b> <b>Science Week and International Women's Day (11-20/3)</b> <b>PAN exhibition (17-31/3)</b> <b>World Maths Day (23/3)</b> <b>PAN Performance (27/3)</b>		