

YEAR <b>5</b>	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<b>History</b>	<p style="text-align: center;"><b>Saxons &amp; Vikings</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</li> <li>2. How well did the Anglo-Saxons and Vikings get on with each other?</li> <li>3. What was life really like in Anglo-Saxon and Viking Britain?</li> <li>4. What did the Anglo-Saxons and Vikings leave behind?</li> <li>5. to construct informed responses.</li> <li>6. to develop the appropriate use of historical terms.</li> <li>7. to regularly address and sometimes devise historically valid questions.</li> <li>8. to describe/make links between main events, situations and changes within and across different periods/societies.</li> <li>9. to describe social, cultural and religious diversity in Britain.</li> </ol>	<p style="text-align: center;"><b>The Maya</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. Where and when did the Maya live?</li> <li>2. What was Maya writing like?</li> <li>3. How did the Maya tell the time?</li> <li>4. What numbers did the Maya use in Maths?</li> <li>5. Did the Maya play football like us?</li> <li>6. How do we know about the Maya?</li> <li>7. to construct informed responses.</li> <li>8. understand how knowledge of the past can be constructed from a range of sources.</li> <li>9. to describe social, cultural, religious and ethnic diversity in the wider world.</li> </ol>	<p style="text-align: center;"><b>Migration: A Study of Those Who Have Journeyed to the UK - the Windrush Generation</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. What are the links between Britain and parts of the Caribbean?</li> <li>2. What were the experiences and contributions to society achieved by the African and Caribbean people?</li> <li>3. What part did African-Caribbean service men and women play during World War Two?</li> <li>4. Why was the arrival of the Empire Windrush such an important story?</li> <li>5. What were the experiences and challenges faced by the people if the Caribbean as they arrived and tried to settle in Britain?</li> <li>6. How has British society changed as a result of the migration of people of African and Caribbean descent to Britain?</li> <li>7. to continue developing a chronologically secure knowledge of history.</li> <li>8. to establish clear narratives within and across periods studied.</li> <li>9. to select and organise relevant historical information.</li> <li>10. that different versions of the past may exist and give reasons for this.</li> <li>11. to identify and give reasons for and results of historical events, situations and changes.</li> <li>12. to describe social, cultural, religious and ethnic diversity in Britain and the wider world.</li> <li>13. to identify historically significant people and events in situations.</li> </ol>

Geography	Spatial Sense	The United Kingdom and Druids Heath	Rivers	Mountains	The Caribbean	Water World
	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. what relief maps are.</li> <li>2. what a key on a map is.</li> <li>3. how to read the key of a relief map.</li> <li>4. what the arctic and Antarctic circles are.</li> <li>5. that the Prime Meridian is an important line of longitude.</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. learn some key facts about the UK, especially Birmingham and the local area: Druids Heath, including area, life expectancy and population.</li> <li>2. what a county is and how the counties of England can be split into regions, identifying which county Druids Heath is located in.</li> <li>3. the difference between a town and a city and will locate some of the UK's major cities on a map, describing where different towns and cities are in relation to one another and especially in relation to Birmingham and Druids Heath.</li> <li>4. about the difference between a hill and a mountain and how mountains are formed.</li> <li>5. about some of the hills and mountains</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. what the water cycle is and why it is important.</li> <li>2. learn to describe each process of the water cycle using appropriate vocabulary.</li> <li>3. how rivers are formed by explaining the processes of erosion and deposition.</li> <li>4. about the journey of a river from source to mouth, and learn about the features of rivers, including deltas, tributaries and meanders.</li> <li>5. about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure.</li> <li>6. about some of the causes of river pollution and the effects this has on the environment.</li> <li>7. about some of the most polluted</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about how the major physical features of Yosemite National Park were formed, including the Sierra Nevada mountains, Half Dome and El Capitan as well as how the landscape of Yosemite is constantly changing thanks to glaciers, erosion and other factors.</li> <li>2. about the water system at Yosemite National Park: how water travels through the park from the glaciers in the mountains, creating rivers, lakes, streams and waterfalls.</li> <li>3. how humans harness water in the park, such as the O'Shaugnessy Dam and Hetch Hetchy Reservoir.</li> <li>4. what biomes and vegetation zones are, identifying the various biomes of</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. where in the world the Caribbean is located and about the location and ownership of the islands within it.</li> <li>2. about what the physical geography of the Caribbean and about some of the diverse landforms found in the Caribbean.</li> <li>3. what type of climate the Caribbean has, and why, comparing and contrasting the average temperatures and rainfall in two different locations within the Caribbean.</li> <li>4. about the colonial past of the islands as well as how these new European colonies brought enslaved people from Africa to work on plantations.</li> <li>5. how this past has affected the culture, land use, exports and populations of</li> </ol>	<p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about different water bodies and the differences between them, such as oceans, rivers, bays, gulfs and glacier.</li> <li>2. how much of the water on the planet is usable by humans and that water is either salt or fresh water.</li> <li>3. how the water cycle and its various processes work, describing how the water cycle works using specific vocabulary.</li> <li>4. the importance of the water cycle for our planet.</li> <li>5. about the ways in which households in the UK use water and about how much water they use on a daily and weekly basis, as well as how it gets to their taps through the water treatment process.</li> <li>6. about water-scarce countries, using</li> </ol>

		<p>of the UK and identify their features and key facts.</p> <p>6. which hills are in the locality of Druids Heath.</p> <p>7. about the coastline of Britain and identify the seas and oceans that surround the UK, identifying similarities and differences between different UK beaches, using appropriate geographical vocabulary to describe their features.</p> <p>8. about the journey of a river from source to mouth, and some of the features of rivers, such as deltas and tributaries and will identify some of the major rivers in Britain, exploring their journeys, thinking about where they are located, which counties and cities they flow through</p>	<p>rivers in the world, as well as thinking about river pollution closer to home and ways in which river pollution can be prevented.</p> <p>8. about the River Nile.</p>	<p>Yosemite and how the climates differ.</p> <p>5. to compare Yosemite National Park with some different national parks in the UK, identifying where UK parks are located.</p>	<p>the Caribbean islands.</p> <p>6. about the tourist industry's importance to the economy of the Caribbean.</p>	<p>Kenya as an example, comparing water usage in Kenya and the UK.</p> <p>7. about the idea of a sustainable future and the role water can play in this, especially about hydroelectricity and how water can be harnessed to produce power.</p> <p>8. about the bodies of water in Birmingham and the local area.</p> <p>9. about the water quality of the River Thames.</p>
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		<p>and other key facts about each one.</p> <p>9. which rivers flow through or near to Birmingham and Druids Heath and what their journeys are.</p>				
<b>Science</b>	<p><b>Life Cycles</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about how flowering plants reproduce sexually. They will label diagrams of flowering plants.</li> <li>2. about some ways in which nonflowering plants reproduce asexually. Grow plants from cuttings.</li> <li>3. about sexual reproduction in animals, including some ways in which some reptiles and fish reproduce. Sort and classify animals.</li> <li>4. about the life cycles of animals living in a variety of environments. Compare life</li> </ol>	<p><b>Changes and Reproduction</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the main stages in the life cycle of humans.</li> <li>2. about the factors which may affect the rate of growth in humans.</li> <li>3. about sexual reproduction, fertilisation and pregnancy for humans.</li> <li>4. about changes during infancy and childhood.</li> <li>5. about the needs of children and how these change over time as they develop.</li> <li>6. about the roles of some hormones in the body and how they affect changes in boys</li> </ol>	<p><b>Earth and Space</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. about the celestial bodies of the Sun, Moon and Earth and how they are related to one another.</li> <li>2. that each of them are a roughly spherical shape.</li> <li>3. the meaning of the word 'orbit'.</li> <li>4. that the rotation of Earth on its axis is what creates day and night.</li> <li>5. about time zones and how, and why, locations have different time zones.</li> <li>6. about how the seasons are created because of the tilt of Earth's axis.</li> <li>7. how Earth is split into its Northern</li> </ol>	<p><b>Forces In Action</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. what weight is.</li> <li>2. how the impact caused by falling objects can vary depending on their size, shape, mass, and the height they fall from.</li> <li>3. what friction is and some ways in which it can be measured. Identify instances of high and low friction.</li> <li>4. about ways in which air resistance affects moving objects. Children will conduct investigations to determine how air resistance affects falling objects.</li> <li>5. about water resistance and how it affects</li> </ol>	<p><b>Properties and Changes of Materials</b></p> <p>Children will learn:</p> <ol style="list-style-type: none"> <li>1. what happens to substances when they are mixed with water. Conduct fair tests to find out which substances are soluble/insoluble.</li> <li>2. ways in which the original materials in some mixtures and solutions may be recovered by the process of evaporation or by sieving or filtering.</li> <li>3. about soluble and insoluble substances to explain how mixtures could be separated.</li> <li>4. about solutions which are the product of irreversible reactions between the substances that were dissolved.</li> <li>5. about reversible and irreversible changes caused by heating or cooling materials.</li> <li>6. Predict and sort materials according to what may happen when they are heated or cooled.</li> <li>7. what happens when materials are burned, including what new materials are produced.</li> <li>8. Identify and discuss several different properties of a range of materials (conductive, magnetic, soluble, flexible, transparent etc.).</li> <li>9. Sort and group given sets of materials.</li> <li>10. why materials with these properties are used for certain purposes.</li> </ol>	

	<p>cycles of two animals living in different environments.</p> <p>5. about gestation periods and growth.</p> <p>6. about the work of naturalists and animal behaviourists. Research and write in depth about a well-known naturalist.</p>	<p>and girls at the start of puberty.</p> <p>7. about later changes during puberty and adolescence, including sperm production and menstruation.</p> <p>8. ways in which children can stay fit and healthy during puberty.</p> <p>9. about some changes in the body that occur during adulthood and old age.</p>	<p>and Southern Hemispheres and how the seasons are different for the two halves of the planet.</p> <p>8. about the lunar month and the eight phases of the Moon that can be seen as the Moon orbits Earth.</p> <p>9. to identify the shapes of each phase and the names of these shapes, including if the phase is waxing or waning.</p> <p>10. about and discuss how the ideas about the solar system developed and changed over the years until we arrived at the model we have today.</p> <p>11. to compare the similarities and differences between a geocentric and heliocentric model of the solar system.</p>	<p>objects moving through water. Conduct water resistance investigations.</p> <p>6. how simple machines can make it easier to move objects.</p> <p>7. about pulleys or levers and how these work.</p> <p>8. about how gears work together in transmissions.</p>	
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			12. about the objects in our solar, including natural satellites, comets, asteroids (and the asteroid belt), planets and dwarf planets.		
Art	<b>Cityscapes</b> Children will learn: <ol style="list-style-type: none"><li>1. who Charles Fazzino is and how he creates his unique cityscapes.</li><li>2. what 3D pop art is and how it is created before looking at cityscape images and discussing the detail and layers they can see. Children will then get the chance to create their own 3D pop art city.</li><li>3. about artwork by Leonid Afremov who uses a palette knife to create textured, bold and colourful cityscapes.</li><li>4. how they can make palette knives of their own using card to mimic the process</li></ol>	<b>Objects and Meanings</b> Children will learn: <ol style="list-style-type: none"><li>1. what is meant by the term ‘still life’.</li><li>2. about the origins of still life paintings. and look comparing still life paintings by famous artists.</li><li>3. to complete still life paintings, using their prior knowledge.</li><li>4. to look closely at tonal scales and how they create tones by applying varying pressure with their pencil.</li><li>5. to look at light sources and different shading techniques.</li><li>6. to use these techniques to shade in 3D shapes.</li></ol>	<b>Sculpting Vases</b> Children will learn: <ol style="list-style-type: none"><li>1. what containers and vases are before examining their materials, components and uses.</li><li>2. about historical vases and their designs, exploring and sketching different features they see.</li><li>3. to examine vases designed by a variety of artists and craftspeople.</li><li>4. about some of the techniques used by artists when creating different types of vases, before using the designs as inspiration for their own vase designs.</li><li>5. some different techniques when working with modelling materials.</li><li>6. how they can manipulate plasticine into different shapes and how they can add decorative features, such as plaits, imprints and other embellishments, in preparation for their work with clay.</li><li>7. how to make a vase out of clay, considering how to deal with problems or difficulties that arise, before using clay to create the basis of their final vase.</li><li>8. to follow their designs to create their vases out of clay.</li><li>9. how to use a variety of materials and techniques to create different effects to</li></ol>	<b>Frida Khalo</b> Children will learn: <ol style="list-style-type: none"><li>1. who Frida Khalo was and the kind of artwork she is famous for creating. They are challenged to look closely at her art and answer questions about what they see and feel about them, encouraging them to express their own opinions.</li><li>2. how Frida Khalo created her famous self-portraits.</li><li>3. about the proportions of the face and how the features are drawn into a portrait or self-portrait in relation to one another before sketching a proportional self portrait.</li><li>4. about Kahlo’s background of Mexican art and the influences it had on her paintings.</li><li>5. how Kahlo expressed her cultural identity in her paintings and clothing. Using this to inspire them the children reflect on their own identity and express this in their own self portraits.</li><li>6. how to compare the artwork of some surrealist artists to Kahlo’s work to determine if she could be labelled as a surrealist. They then use work by Kahlo and others such as Dalí and Adnams to inspire their own surrealist work.</li><li>7. how Kahlo painted important moments throughout her life, telling a story of how she felt during these times.</li></ol>	

	<p>used by Afremov, and will be taught how to use these 'knives' in different ways to create different effects. They can then create their own cityscapes using these techniques.</p> <p>5. how the sky and light in photos of cityscapes changes at different times of the day.</p> <p>6. what a silhouette is. They will create some cityscape art using silhouettes and colourful backgrounds.</p> <p>7. about some famous cities around the world that are built on and around water.</p> <p>8. how to paint with watercolours to create different effects such as a reflection. They will create some mirror reflection artwork.</p> <p>9. that ink pens can be used to create</p>	<p>7. about where artists have chosen to place objects.</p> <p>8. to create tones using pencil</p> <p>9. to create tints, tones and shades using paint.</p> <p>10.to create and sketch their own still life arrangements.</p> <p>11.how to apply colour and tone to some still life art.</p>	<p>decorate their vase, looking at some examples of decorated vases as inspiration.</p> <p>10.to evaluate their own finished vases, thinking about what worked well and what they would change.</p> <p>11.to review the work of other children and discuss what they think about different vases that have been created.</p>	<p>8. why she chose to paint at particular moments in her life and use this to reflect on their own lives and any memories they would like to illustrate.</p>
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	artwork and will compare the detail of such artwork with watercolours. 10. how to use lines and patterns to create their own ink cityscapes.					
<b>Design Technology</b>	<b>Fashion and Textiles</b> Children will learn: <ol style="list-style-type: none"> <li>1. how some natural and synthetic textiles are produced and consider their uses in clothing.</li> <li>2. ways in which textiles may be joined and decorated.</li> <li>3. how fashion designers use pattern pieces when making products.</li> <li>4. how design features of pattern pieces are transferred to fabric.</li> <li>5. how to pin and hand-sew fabric pieces together.</li> <li>6. how to finish a hand-sewn product.</li> </ol>		<b>Making Instruments</b> Children will learn: <ol style="list-style-type: none"> <li>1. to appraise some traditional African music and discuss the music as a genre.</li> <li>2. to identify the types of instruments they can hear.</li> <li>3. to research and analyse a selection of African instruments and how they make their sounds.</li> <li>4. to follow their designs making sure they consider the decorations for their instrument as well as making it functional.</li> <li>5. about the percussion instruments: shekeres and djembe drums - how they make their sounds.</li> <li>6. what materials these traditional instruments are made from.</li> <li>7. to design their own African instrument, could be as a combination of instruments.</li> <li>8. to construct and decorate their percussion instruments following their design.</li> <li>9. to evaluate their product against a set of success criteria that they have generated themselves, including the functionality of their products.</li> </ol>		<b>Burgers</b> Children will learn: <ol style="list-style-type: none"> <li>1. about different burgers and restaurants and their nutrition facts.</li> <li>2. how to check the nutrition fact labels.</li> <li>3. different methods for cooking burger patties.</li> <li>4. about the additional ingredients that may be found in burgers, such as vegetables and sauces, as well as accompanying side dishes.</li> <li>5. about a range of burger buns and their suitability.</li> <li>6. to plan and design their own burger.</li> <li>7. to create their burgers and evaluate the process.</li> </ol>	
<b>PE</b>	<b>Netball</b> Children will learn: <ol style="list-style-type: none"> <li>1. to practise passes learnt in previous lessons.</li> </ol>	<b>Gymnastics Unit 1</b> Children will learn: <ol style="list-style-type: none"> <li>1. to complete a four-element sequence containing actions at</li> </ol>	<b>Badminton</b> Children will learn: <ol style="list-style-type: none"> <li>1. to play against an opponent to score points.</li> </ol>	<b>Fitness</b> Children will learn: <ol style="list-style-type: none"> <li>1. to keep track of their reps during exercise.</li> </ol>	<b>OAA</b> Children will learn: <ol style="list-style-type: none"> <li>1. to work as a pair to complete a challenge.</li> </ol>	<b>Athletics</b> Children will learn: <ol style="list-style-type: none"> <li>1. to run as part of a relay team for speed and distance.</li> </ol>



<ul style="list-style-type: none"> <li>2. to choose appropriate pass in different scenarios.</li> <li>3. to use a variety of passes in a game.</li> <li>4. to attempt to find space in activity/ game.</li> <li>5. to communicate with teammates when moving into space.</li> <li>6. to find space and receive the ball in a game.</li> <li>7. to use different dodging techniques, both opposed and in isolation.</li> <li>8. to apply a range of speeds to movement skills to get free from your defender.</li> <li>9. to use dodging effectively to get away from opponents.</li> <li>10.to recap and use pivoting in a game to make more successful passes.</li> <li>11.to attempt some quick turns to move the ball quickly.</li> <li>12.to recap shooting technique.</li> </ul>	<ul style="list-style-type: none"> <li>different heights and speeds.</li> <li>2. to take weight on hands to move forward.</li> <li>3. to include symmetrical and asymmetrical shapes.</li> <li>4. to explore symmetry as applied to both balance and travel .</li> <li>5. to compose an individual symmetrical sequence.</li> <li>6. to attempt to combine sequences with a partner to create paired symmetrical sequences.</li> <li>7. to explore asymmetrical balances and travels.</li> <li>8. to compose an individual asymmetrical sequence.</li> <li>9. to attempt to combine sequences with a partner to create a paired asymmetrical sequence.</li> <li>10.to introduce partner counter balances.</li> </ul>	<ul style="list-style-type: none"> <li>2. to hit to different areas of the court.</li> <li>3. to make it difficult for an opponent to score points.</li> <li>4. to play in singles games, learning the rules of the game.</li> <li>5. to begin to apply court position techniques to singles play.</li> <li>6. to copy and replicate ways to serve.</li> <li>7. to perform service including forehand and backhand, long and short.</li> <li>8. to develop reaction time by controlling shuttle over shorter distance.</li> <li>9. to play in modified doubles games.</li> <li>10.to communicate effectively with partner/ team during games.</li> <li>11.to experience short, intense periods of exercise during warm up.</li> <li>12.to attempt a variety of movement around the court.</li> <li>13.to select court movement</li> </ul>	<ul style="list-style-type: none"> <li>2. to work to increase flexibility and range of motion.</li> <li>3. to explain some of the reasons why water is important after exercise.</li> <li>4. to build on last week's score for fitness progression.</li> <li>5. to use the words work and rest to explain interval training.</li> <li>6. to describe why rest is important after exercising.</li> <li>7. to work with maximum effort for a short period of time.</li> <li>8. to participate in balance-based movements in combination.</li> <li>9. to work to improve their weekly burpees score.</li> <li>10.to work to complete movement over the full range of motion.</li> <li>11.to perform a superset and describe its features. explain some of the reasons why sleep is important.</li> </ul>	<ul style="list-style-type: none"> <li>2. to explore ways of communicating.</li> <li>3. to decide which ways of communicating are most efficient.</li> <li>4. to work at maximum capacity when running.</li> <li>5. to follow a designated route.</li> <li>6. to keep evidence of results.</li> <li>7. to use memory and recall skills to navigate to destinations.</li> <li>8. to use memory methods remember and recall objects.</li> <li>9. to suggest real-life situations where memory and recall are important.</li> <li>10.to solve problems to complete a task.</li> <li>11.to work collaboratively to improve.</li> <li>12.to perform under pressure.</li> <li>13.to perform safely and with control.</li> <li>14.to compete against others to complete a challenging task.</li> </ul>	<ul style="list-style-type: none"> <li>2. to run for as long as possible as an individual.</li> <li>3. to identify and use appropriate encouragement of teammates.</li> <li>4. to measure the distance of run in a given time.</li> <li>5. to recognise the importance of setting a pace for longer runs.</li> <li>6. to work to improve distance covered in set times.</li> <li>7. to work to improve distance covered in set times.</li> <li>8. to identify and recognise the most effective jumping style for distances.</li> <li>9. to explore combining jumping sequences, e.g hop, step, jump.</li> <li>10.to use a run-up to jump further.</li> <li>11.to develop push technique using a variety of objects.</li> <li>12.to use one and two-handed push throw.</li> <li>13.to use push throw accurately and aim for targets.</li> </ul>
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<p>13.to work to get into a better shooting position.</p> <p>14.to apply a strategy to get into better shooting positions.</p> <p>15.to work to improve reaction time.</p> <p>16.to use quick thinking and agility to react to what is happening around us.</p> <p>17.to play in high-five netball games implementing some rules.</p> <p><b>Rounders</b></p> <ol style="list-style-type: none"> <li>1. to apply rules of the game consistently.</li> <li>2. to sprint with power to run between zones.</li> <li>3. to direct the ball to hit target areas.</li> <li>4. to throw a ball for accuracy.</li> <li>5. to use the short throw to stump players out.</li> <li>6. to position to catch the ball on a base to stump.</li> <li>7. to follow the path of a bowled ball.</li> <li>8. to attempt to catch a backwards hit.</li> </ol>	<p>11.to work together to complete trust exercise.</p> <p>12.to create a short sequence that contains counter balances.</p> <p>13.to apply compositional ideas to counter balances.</p> <p>14.to move smoothly from one balance to another with a partner.</p> <p>15.to show clear individual movements.</p> <p>16.to perform and evaluate each other's sequences and select a component for improvement.</p> <p><b>Swimming</b></p> <ol style="list-style-type: none"> <li>1. to swim as part of a team in a relay.</li> <li>2. to carry and retrieve a variety of objects.</li> <li>3. to swim and stay afloat for as long as possible.</li> <li>4. to demonstrate good body position in backstroke.</li> <li>5. to use efficient action to swim longer distances.</li> </ol>	<p>techniques in a game situation.</p> <p>14.to play in games against others using a variety of badminton shots.</p> <p>15.to use experience of court movement techniques in a game.</p> <p>16.to evaluate ways to improve points scored in games.</p> <p><b>Dance Unit 2</b></p> <ol style="list-style-type: none"> <li>1. to be able to perform a non-locomotor movements.</li> <li>2. to apply some basic Bollywood actions to a dance phrase.</li> <li>3. to perform solo.</li> <li>4. to be able to perform non-locomotor and locomotor movements together.</li> <li>5. to link movements into a sort dance phrase.</li> <li>6. to work with a partner to develop and remember dance phrases.</li> <li>7. to work as part of a group to move collaboratively.</li> </ol>	<p>12.to participate in pyramid work out and explain its principles.</p> <p>13.to use repetition to improve movement qualities.</p> <p>14.to describe some benefits of playing outdoors.</p> <p>15.to work a variety of movement in tabata style.</p> <p>16.to improve replication of stretching shapes using worksheet.</p> <p>17.to identify and explain some benefits of whole-body exercise.</p> <p><b>Cricket</b></p> <ol style="list-style-type: none"> <li>1.to throw a ball for accuracy.</li> <li>2. to use a short throw to run players out.</li> <li>3. to positioning to catch a ball in a game scenario.</li> <li>4. to keeping wicket to stump and run out batters.</li> <li>5. to anticipate the path of a bowled ball.</li> <li>6. to keep wicket in a game situation.</li> </ol>	<p>15.to use ingenuity and imagination to complete a task.</p> <p>16.to interpret morse code and use it to communicate with other others.</p> <p>17.to suggest different ways to send morse code.</p> <p><b>Tennis</b></p> <ol style="list-style-type: none"> <li>1. to play against an opponent to score points.</li> <li>2. to recap the different shots learn in the previous unit and apply them to the game.</li> <li>3. to identify techniques used in a volley shot.</li> <li>4. to be prepared and ready to return using a volley shot.</li> <li>5. to describe the purpose of/when to use a volley shot.</li> <li>6. to recognise components of the overhead shot.</li> <li>7. to use overhead shot to clear from the back of the court.</li> </ol>	<p>14.to perform baton exchange as part of a relay team.</p> <p>15.to anticipate when to start moving on the exchange.</p> <p>16.to perform baton exchange in a given area.</p> <p>17.to develop as a small group either a run, jump or throwing event.</p> <p>18.to choose appropriate distance, equipment, time and space.</p> <p>19.to teach the event to another group.</p> <p><b>Football</b></p> <ol style="list-style-type: none"> <li>1. to turn with the ball unchallenged.</li> <li>2. to receive the ball and turn into space.</li> <li>3. to receive the ball and turn to shoot.</li> <li>4. to recognise space and opportunities for running with the ball.</li> <li>5. to travel quickly and effectively with the ball.</li> <li>6. to select an appropriate conclusion to run</li> </ol>
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	<p>9. to apply a backwards hit rule as a batter.</p> <p>10.to apply backwards hit tactics as a backstop.</p> <p>11.to recognise where to play shots to on a field.</p> <p>12.to find the gaps in the field in a game situation.</p> <p>13.to field with some awareness of batters strengths.</p> <p>14.to recognise fielders positioned for left and right handed players.</p> <p>15.to distinguish differences between deep and close fielding.</p>	<p>6. to choose two strokes to swim for long distance.</p> <p>7. to collect objects from the bottom of the pool.</p> <p>8. to keep head and hands above the surface by treading water.</p> <p>9. to use recue aid to float as a group.</p> <p>10.to link lengths with smooth turn and glide.</p> <p>11.to tumble underwater.</p> <p>12.to perform breaststroke arms and legs with fluency.</p> <p>13.to turn fluently and with speed during front crawl.</p> <p>14.to swim and stay afloat for as long as possible.</p> <p>15.to compete as part of a team.</p>	<p>8. to create pathways and patterns as a group.</p> <p>9. to use performance skills in their dance.</p> <p>10.to describe what line dancing is and some of the key features.</p> <p>11.to perform in isolation some line dancing steps.</p> <p>12.to perform a basic 1,2 and 4 wall line dance as a class.</p> <p>13.to perform 3 line dance steps in isolation.</p> <p>14.to use knowledge of basic line dance steps to create their own.</p> <p>15.to combine 3 new dance steps with previously learnt steps.</p> <p>16.to work collaboratively with a group of 4.</p> <p>17.to practise and improve dance to perform for others.</p>	<p>7. to increase the accuracy of overarm bowling using the correct grip.</p> <p>8. to apply overarm bowling consistently in a game.</p> <p>9. to bowl overarm with a run up.</p> <p>10.to recognise when to play a defensive shot.</p> <p>11.to play a forward defensive shot in isolation.</p> <p>12.to know the purpose of a defensive shot.</p> <p>13.to field the ball from different positions on the field.</p> <p>14.to know where the mid-on and mid-off fielding position are.</p> <p>15.to play competitively using fielding placement to restrict runs.</p>	<p>8. to describe when to use an overhead shot.</p> <p>9. to play with others to score and defend points.</p> <p>10.to recognise differences in where you might stand in doubles play.</p> <p>11.to describe any different/additional rules when playing doubles.</p> <p>12.to practise and refine moving towards the ball aiming to prevent the second bounce.</p> <p>13.to approach the ball forehand and backhand.</p> <p>14.to play In games with and against others using a variety of tennis shots.</p> <p>15.to evaluate ways to improve points scored in games.</p>	<p>e.g shoot, pass, dribble.</p> <p>7. to combine running with the ball and sending into space.</p> <p>8. to selecting where to pass the ball on completion of a run.</p> <p>9. to apply running and sending in a game.</p> <p>10.to play in a restricted position.</p> <p>11.to choose when to change position in a game.</p> <p>12.to move into space to open up the play.</p> <p>13.to distinguish between when teams are in possession of the ball and when it is lost.</p> <p>14.to act as individual challenge themselves to maintain possession.</p> <p>15.to act as a team to maintain possession.</p> <p>16.to implement skills developed throughout the unit.</p>
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						17.to control a bouncing ball with more confidence. 18.to work with team to discuss and improve performance after each game.
<b>Computing</b>	<b>Infographics</b> Children will learn: 1. to develop an understanding of what makes infographics a popular choice to present and share information. 2. to develop an understanding of colour, styling, enhanced editing tools and the use of charts/graphs/tables to effectively present information. 3. to research and select key information to present as an infographic in J2e5.	<b>Computers for Communication and Collaboration</b> Children will learn: 1. how computers offer opportunities for communication and collaboration. 2. to consider how technology has improved communication. 3. to consider how forms of communication have changed as a result. 4. to know who has been influential in the changes of technology over time.	<b>Creating and Using spreadsheets as Models to Solve Problems</b> Children will learn: 1. to use and create spreadsheets to support solving mathematical problems. 2. to use simple formulae to carry out calculations. 3. to answer 'What if ...?' type questions. 4. to present information in the form of graphs where required.	<b>Programming Making Games</b> Children will learn: 1. to develop logical thinking and coding using Scratch 3 to make a range of computer games.		
<b>Music</b>	<b>Livin' on a Prayer</b> Children will learn: 1. a song from memory, who sang or wrote it, when it was written and why?	<b>Classroom Jazz 1</b> Children will learn: 1. a new song from memory, who sang or wrote it, when it was written and why?	<b>To Make You Feel My Love</b> Children will learn: 1. a new song from memory, who sang or wrote it, when it	<b>Fresh Prince of Bel-Air</b> Children will learn: 1. a new song from memory, who sang or wrote it, when it was written and why?	<b>Dancing in the Street</b> Children will learn: 1. a new song from memory, who sang or wrote it, when it was written and why?	<b>Reflect, Rewind and Replay</b> Children will learn: 1. how pulse, rhythm, pitch, tempo, dynamics, texture and structure work

	<ul style="list-style-type: none"> <li>2. the style of the song and the name other songs from the Units in those styles.</li> <li>3. to talk about the style indicators of the song (musical characteristics that give the songs their style).</li> <li>4. to talk about the lyrics: what the song is about.</li> <li>5. to identify and move to the pulse with ease.</li> <li>6. to think about the message of song.</li> <li>7. what pulse is.</li> <li>8. how to keep the internal pulse.</li> <li>9. to sing a song with a strong internal pulse.</li> <li>10. to sing in unison and backing vocals.</li> <li>11. to explore singing solo.</li> <li>12. different ways of writing down music – eg staff notation, symbols.</li> <li>13. to play a musical instrument with the correct techniques within</li> </ul>	<ul style="list-style-type: none"> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to talk about any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>4. to identify the main sections of the song (intro, verse, chorus etc.).</li> <li>5. to compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>6. what rhythm is.</li> <li>7. musical leadership by creating musical ideas for the group to copy and respond to.</li> <li>8. what the song is about and what the lyrics mean.</li> <li>9. to listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>was written and why?</li> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to name some of the instruments used in the songs.</li> <li>4. to listen carefully and respectfully to other people's thoughts about the music.</li> <li>5. to use musical words when talking about the songs.</li> <li>6. what pitch is.</li> <li>7. to talk about a song's main features.</li> <li>8. to follow a leader when singing.</li> <li>9. the notes C, D, E, F, G, A, B + C on the treble stave.</li> <li>10. to select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from</li> </ul>	<ul style="list-style-type: none"> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to talk about the historical context of the songs and what else was going on at this time.</li> <li>4. to talk about the musical dimensions working together in the Unit songs.</li> <li>5. what tempo is.</li> <li>6. what dynamics is.</li> <li>7. to sing in unison, the solo, lead vocal, backing vocals or rapping.</li> <li>8. to experience rapping and solo singing.</li> <li>9. to rehearse and perform their part within the context of the Unit song.</li> <li>10. that if they are improvising using the notes they are given, they cannot make a mistake.</li> <li>11. to record the composition in any way appropriate that recognises the connection between sound and</li> </ul>	<ul style="list-style-type: none"> <li>2. the style of the songs and the name other songs from the Units in those styles.</li> <li>3. to talk about the music and how it makes them feel.</li> <li>4. what texture is.</li> <li>5. what structure is.</li> <li>6. to know the importance of warming up their voice.</li> <li>7. to listen to each other when singing.</li> <li>8. to be aware of how they fit into the group when singing.</li> <li>9. to listen to and follow musical instructions from a leader.</li> <li>10. that you can use some of the riffs they have heard in their improvisations.</li> <li>11. that a performance can be for a special occasion and involve an audience including people they do not know.</li> <li>12. to evaluate musically the success of, and</li> </ul>	<ul style="list-style-type: none"> <li>together and how they connect in a song.</li> <li>2. about the meaning of the lyrics of the song and what it is about.</li> <li>3. to sing with awareness of being in tune.</li> <li>4. about the instruments they might play or be played in a band or orchestra or by their friends.</li> <li>5. to lead a rehearsal session.</li> <li>6. about three well-known improvising musicians.</li> <li>7. that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>8. that a performance is planned and different for each occasion.</li> <li>9. that a performance involves communicating ideas, thoughts and feelings about the song/music.</li> </ul>
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	<p>the context of the Unit song.</p> <p>14. that improvisation Is making up your own tunes on the spot.</p> <p>15. that a composition is music that is created by someone and kept in some way so that it can be played or performed again to an audience.</p> <p>16. to create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>17. that performing is sharing music with an audience with belief.</p> <p>18. to choose what to perform and create a programme.</p>	<p>10. to demonstrate a good singing posture.</p> <p>11. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before.</p> <p>12. to identify the keynote or home note and the structure of the melody.</p> <p>13. that a performance can be to one person or to each other and does not need to be to a huge audience.</p> <p>14. to communicate the meaning of the words and clearly articulate them.</p>	<p>memory or using notation.</p> <p>11. that using one or two notes confidently is better than using five.</p> <p>12. that notation is the connection between sound and symbol.</p> <p>13. to listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>14. that everything to be performed must be planned and learned.</p>	<p>symbol (eg graphic/pictorial notation).</p> <p>12. to sing, rap or play with clarity and confidence.</p> <p>13. to record a performance and compare it to a previous performance.</p>	<p>improvements for, their performance.</p>	
<b>Spanish</b>	<p><b>Spanish Phonetics 1 to 3</b></p> <p>Children will learn:</p> <p>1. the key phonic sounds/phonemes (CH, J, Ñ, LL, RR and CA, CE, CI, CO, CU) and learn further</p>	<p><b>In the Classroom</b></p> <p>Children will learn:</p> <p>1. the key vocabulary required in the classroom from classroom instructions to</p>	<p><b>The Weather</b></p> <p>Children will learn:</p> <p>1. to describe the weather in Spanish with an emphasis on map work and oral presentation skills.</p>	<p><b>Clothes</b></p> <p>Children will learn:</p> <p>1. the Spanish words for 19 items of clothing with their correct gender.</p>	<p><b>Do you have a pet?</b></p> <p>Children will learn:</p> <p>1. the nouns and article for eight common pets.</p> <p>2. to tell somebody if they have or do not have a pet.</p>	<p><b>Goldilocks and the Three Bears</b></p> <p>Children will learn:</p> <p>1. to develop their listening skills in Spanish.</p> <p>2. to use cognates to develop their</p>

	<p>key phonic sounds/phonemes (GA, GE, GI, GO, GU) essential for their Spanish studies.</p> <p><b>Selection of Core Vocabulary Lessons</b></p>	<p>classroom stationery.</p> <p>2. to say what they do have and do not have in their pencil case.</p>		<p>2. the full breakdown of the verb 'llevar' (to wear).</p> <p>3. about regular verbs.</p>	<p>3. to tell somebody what their pet is called.</p>	<p>understanding of the vocabulary presented in the story.</p> <p>3. to write their own versions of the story following a structured storyboard approach.</p>
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