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| **Year 5/6 - Year B** | | | |
| **Term** | **Autumn – WW2** | **Spring – Space** | **Summer – What did the Victorians do for us?** |
| **Overview** | In this unit children will learn about the Second World War in Europe and why the Battle of Britain was such a significant turning point in British History. They will learn about the timeline of events such as the outbreak of the war, the Battle of Britain, the heroic rescue at Dunkirk, the Blitz, the D-Day landings, the liberation of the concentration camps and the celebrations of VE Day. Children will research the lives of the ordinary people who faced the Blitz and coped with rationing and evacuation. They will learn about the inspiring stories and achievements of significant people such as Anne Frank and Winston Churchill.  The children will build on their work in Year 4 by sorting animals into groups based on their similarities and differences. They will extend their learning to find out about the standard system of classification first developed by Carl Linnaeus, choosing an animal and researching its  classification. | In this term children will define the solar system and what it contains, examining the different objects within a solar system. They will explore how the rotation of the Earth around the sun creates day and night; and the phases of the moon and how the moon appears to change shape at different times. Children will find out the names of the planets in our solar system, discover facts about them, examine the different life stages of a star and explore the names and shapes of some famous constellations. Links to DT include designing, making and evaluating a sundial and making a model of a spaceship. History links look at the invention of the telescope, the Space Race and Apollo 11. | In this unit children will look at the Victorian period (approximately 1820 - 1914). The period saw the British Empire grow to become the first global industrial power, producing much of the world's coal, iron, steel and textiles. Children will discover how this affected the population; the changes from living in villages and working on the land, to towns, offices, shops and factories. They will examine how many of today’s infrastructure was created: hospitals, schools, factories and ‘holidays by the sea’. There was also a corresponding boom in the work of inventors and engineers, and a huge expansion of the railway network in Britain. The children will consider the consequences of a doubling of the population and the resulting measures to deal with this; for example the creation of a police force. |
| Prior Learning to support Long term memory | Y3/4 learning on | Y3/4 learning on | Y3/4 learning on |
| Topic Question | What was the impact on people in Britain during WW2? | Is space the final frontier? | What did the Victorians do for us? |
| Topic Launch | Cold Task – What do we know about WW2? | Cold Task – What do we know about the Space Race? | Cold Task – What do we know about the Victorians? |
| Key Vocabulary | Treaty, evacuation, air raid shelter, Home Guard, coalition, allies, battle front, occupation | Solar, rotation, universe, telescope, gravity | Workhouse |
| Linked texts | Carrie’s War | The War of the Worlds | Oliver Twist (or other Dickens) |
| English Text Types | Poetry  Newspaper reports  Formal speech writing  Narrative | Recounts  Newspaper reports  Non- chronological reports  Narrative | Newspaper Reports  Balanced/ Persuasive Arguments/ Letters  Recounts  Narrative |
| Linked person of study | Neville Chamberlain, Winston Churchill, Henry Moore (artist), Adolf Hitler | Galileo, Neil Armstrong, Buzz Aldrin, Yuri Gagarin | Sir Isaac Newton, Mary Seacole, Queen Victoria, Prince Albert  Mary Anning, Richard Trevithick, Charles Darwin, William Morris, Van Gogh, Monet |
| Linked Music | War time music – Vera Lynn | Holst - Planets | Parlour music, Musical score from Oliver Twist |
| Topic box | Gas mask, ration book, photos, letters | Pictures, models of planets, photos | Sampler, candle stick, chalk board, railway posters, canal boat memorabilia, photos, letters, map of the Empire, clothing |
| Trip | Visit to Porthcurno Telegraph Museum | Visit to Plymouth Science Park | Visits to Lanhydrock, Kresen Kernow |
| Topic Finale | Poetry reading | Science day for KS1/LKS2 | Victorian museum/display |
| Outdoor Learning Opportunities | Capture the flag, evening orienteering exercise | Night sky – an evening on the playing field with an astronomer | Trip to local steam railway? |
| Aspirations and Hopes | Careers and professions linked to topic: MP, Negotiator, Military, Doctor, Nurse | Careers and professions linked to topic: scientist, explorer, pilot | Careers and professions linked to topic: engineer, explorer, diplomat, doctor, nurse, teacher, scientist |
| **History** | **NC objectives:**  Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. | | |
| **NC objectives:**   * Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about the events leading to the outbreak of World War II. * Construct informed responses that involve thoughtful selection of relevant historical information by learning about when, where and why children were evacuated in World War II. * Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about rationing during World War II and how people adapted to deal with reduced product availability. * Construct informed responses that involve thoughtful selection of relevant historical information by learning about the importance and significance of the role of women during World War II. * Construct informed responses that involve thoughtful selection of relevant historical information by learning about the events of the Holocaust in World War II. * Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about a variety of key events from World War II. * A detailed study of a particular famous person and their historical legacy from at least two different points of view. * Language specific to topic (e.g. armistice) | **NC objectives:**   * During this term children will look back at our relationship with space and how it has influenced our understanding of how our universe exists. We we shall study advances that were made during the ages, especially by the ancient Greeks. Thanks to the work of Galileo and the telescope, we will understand the shift from geocentric to heliocentric views of the world. * We will learn how World War II forced advancements in rockets and aircrafts which finally enabled experts to send aircrafts into space. * The years following WW II led to Sputnik 1 and the * ‘Space Race’ between USA and Russia. This culminated with Man’s first landing on the moon. * Recent developments have included The Hubble Telescope, the ISS (International Space Station), an increasing use of satelites for communications and private space flights. In 2021 it was announced that Cornwall would be the location for a space station in the UK. | **NC objectives:**   * the changing power of monarchs using case studies such as John, Anne and Victoria * changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century * the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day * a significant turning point in British history, for example, the first railways or the Battle of Britain |
| **Skills Components:**  Year 5  Shows some understanding and talks with some clarity about the impact of historical events.  Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these.  subject.  Begin to use questions to understand significant events.  A detailed study of a particular famous person and their historical legacy.  Language specific to topic (e.g. armistice)  Year 6  Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.  Understand the methods of historical enquiry, including how it is used to make historical claims.  Identify significant events, make connections, draw contrast and analyse trends | **Skills Components:**  Year 5  Shows some understanding and talks with some clarity about the impact of historical events.  Use a variety of reliable sources to gain a deeper understanding of Compare historical sources and suggest the validity of these.  subject.  Begin to use questions to understand significant events.  A detailed study of a particular famous person and their historical legacy.  Language specific to topic (e.g. gravity)  Year 6  Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.  Understand the methods of historical enquiry, including how it is used to make historical claims.  Identify significant events, make connections, draw contrast and analyse trends  A detailed study of a particular famous person and their historical legacy from at least two different points of view.  Language specific to topic (e.g. gravity) | **Skills Components:**  Year 5  Shows some understanding and talks with some clarity about the impact of historical events.  Use a variety of reliable sources to gain a deeper understanding of a subject. Compare historical sources and suggest the validity of these.  Begin to use questions to understand significant events.  A detailed study of a particular famous person and their historical legacy.  Language specific to topic (e.g. workhouse)  Year 6  Talk in depth about the theme in relation to other historical events and the impact of these, linking to modern day.  Understand the methods of historical enquiry, including how it is used to make historical claims.  Identify significant events, make connections, draw contrast and analyse trends  A detailed study of a particular famous person and their historical legacy from at least two different points of view.  Language specific to topic (e.g. workhouse) |
| **Sticky knowledge:**  Why did the war begin?  What were the main events?  What were the key dates?  What was it like in Britain during WW2?  Which countries formed the two main groups (Allied and AXIS)  The Blitz  The Battle of Britain  Hiroshima (nuclear bomb)  The power of propaganda | **Sticky knowledge:**  Geocentric model  Years ago people believed that planets moved around the Earth.  The work and ideas of many astronomers (such as  Copernicus and Kepler) combined over many years before the idea of the heliocentric model was developed. Galileo’s work on gravity allowed astronomers to understand how planets stayed in orbit. | **Sticky knowledge:**   * How did the railway network grow? * Why were workhouses necessary? * What did it look like in a hospital? * How did the British Empire expand during this period – name the countries affected and know where in the world they are situated? * Understand about conditions in schools * Describe the main reasons behind the Industrial Revolution – and the growth in factories |
| **Geography** | **NC objectives:**  Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. | | |
| **NC objectives:**  What do we mean by the terms ‘allies’ and ‘axis’? Invite children to share their ideas. Explain that the  allies and the axis were the two sides that fought against each other in the war.  • Look at the map showing the different continents on the slides. As a class, name and label each of the  continents.  • Display the countries of the allies on the slides. Which continent is each of these countries in? Children  to think, pair, share their ideas then check if they were right. Repeat with the countries of the axis.  • If you aren’t sure where a country is on a world map, what can you do to help you find it? Invite children  to share their ideas. Model how to use an atlas to find different countries. | **NC objectives:**   * 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) * use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **NC objectives:**   * 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 |
| **Skills Components:**  Locate on a map- Human and physical characteristics of countries around the world and major cities, including Europe (incl Russia), North and South America.  Study geographical similarities and differences between countries in Europe and around the world, including North and South America.  Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of countries. | **Skills Components:**  Locate on a map- Human and physical characteristics of countries around the world and major cities, including Europe (incl Russia), North and South America.  Study geographical similarities and differences between countries in Europe and around the world, including North and South America.  Use maps, atlases, globes and digital / computer mapping to locate countries and identify features of countries. | **Skills Components:**  Locate on a map- Human and physical characteristics of countries around the world and major cities, including Europe (incl Russia), North and South America.  Study geographical similarities and differences between countries in Europe and around the world, including North and South America.  Use the eight points of a compass.  Use fieldwork to support studies.  Use six figure grid references.  Use fieldwork to support studies.  - Key topographical feature – River Thames |
| **Sticky knowledge:**  Understand the layout of Europe at the time – and recognise how the political map has since changed | **Sticky knowledge:**  It appears to us that the Sun moves across the sky during the day but the Sun does not move at all. It seems to us that the Sun moves because of the movements of Earth.  Earth rotates (spins) on its axis. It does a full rotation once in every 24 hours. At the same time that Earth is rotating, it is also orbiting (revolving) around the Sun. It takes a little more than 365 days to orbit the Sun. Daytime occurs when the side of Earth is facing towards the Sun. Night occurs when the side of Earth is facing away from the Sun. | **Sticky knowledge:**  Mass migration from rural to town/city settings  Improvement in transport  Growth of the railways and building of the London Underground  Huge expansion of the Empire (world wide) |
| **Science** | **NC objectives:**  During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:   * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations | | |
| **NC objectives:**  **Living Things and their Habitats**   1. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals 2. Give reasons for classifying plants and animals based on specific characteristics   **Animals, including humans**   1. Describe the changes as humans develop to old age. | **NC objectives:**  **Earth and space**   1. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system 2. Describe the movement of the Moon relative to the Earth 3. Describe the Sun, Earth and Moon as approximately spherical bodies 4. Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky   **Evolution and Inheritance**   1. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago 2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | **NC objectives:**  **Forces**   1. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 2. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces 3. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect   **Revision Block**   1. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 2. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 3. Demonstrate that dissolving, mixing and changes of state are reversible changes 4. 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 |
| **Skills Components:**   * Look at the classification system in more detail * Micro-organisms, plants and animals can be subdivided * Find out about the significance of the work of scientists such as Carl Linnaeus * Use classification systems to identify animals and plants in the immediate environment * Draw a timeline to indicate stages in the growth and development of humans. Learn about the changes experienced in puberty. * Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows. | **Skills Components:**  · 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    · Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago  · Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents  · Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | **Skills Components:**   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    · Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution  · Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating  · Demonstrate that dissolving, mixing and changes of state are reversible changes  · Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda |
| **Sticky knowledge:**   * In 1735 Carl Linnaeus first published a system for classifying all living things * Living things can be classified by eight levels * This helps us to observe and understand the characteristics of living things more clearly * Microorganisms are very tiny living things * Scientists who sort and group living things are called taxonomists | **Sticky knowledge:**  Mercury, Venus, Earth and Mars are rocky planets  Jupiter, Saturn, Uranus and Neptune are mostly made up of gases.  The moon orbits earth while spinning on its axis  The moon rotates around earth and is lit up by the sun in different ways, appearing to change the moon’s shape  Pluto used to be considered a planet but was reclassified as a dwarf planet in 2006  The earth rotates on its axis once in every 24 hours.  It also orbits the sun every 365 days  Daytime occurs when the earth is facing the sun; night when it is facing away from the sun  You can see variation within any species  There are many different types of environment around the world  Fossils are the preserved remains of ancient animals and plants  Living things are continuously evolving | **Sticky knowledge:**  Forces push or pull  The Earth’s gravitational pull keeps us on the ground  Isaac Newton developed the theory of gravity  Mass is how much matter is inside an object  Weight is how strongly gravity is pulling an object down  Water and air resistance are forms of friction  Something streamlined will reduce resistance and friction |
| **RE** | Cornwall Agreed Syllabus 2020-2024  **U2.1 What does it mean if Christians believe God is holy and loving?**  **Make sense of belief:**  • Identify some different types of biblical texts, using technical terms accurately  • Explain connections between biblical texts and Christian ideas of God, using theological terms  **Understand the impact:**  • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed  • Show how Christians put their beliefs into practice in worship  **Make connections:**  • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. | Cornwall Agreed Syllabus 2020-2024  **U2.8 What does it mean to be a Muslim in Britain today?**  **Make sense of belief:**  • Identify and explain Muslim beliefs about God, the Prophet\* and the Holy Qur’an (e.g. *Tawhid*; Muhammad as the Messenger, Qur’an as the message)  • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; *Hajj* practices follow example of the Prophet)  **Understand the impact:**  • Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art)  • Give evidence and examples to show how Muslims put their beliefs into practice in different ways  **Make connections:**  • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today  • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims  • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. | Cornwall Agreed Syllabus 2020-2024  **U2.4 Christians and how to live: ‘What would Jesus do?’**  **Make sense of belief:**  • Identify features of Gospel texts (for example, teachings, parable, narrative)  • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts  **Understand the impact:**  • Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives  **Make connections:**  • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives  • Articulate their own responses to the issues studied,  recognising different points of view. |
| **Skills Components:**  Understand and explain how concepts/beliefs resonate in their own life and in the life of a believer and how this impacts on the way they and a believer chooses to live their life.  Consider the challenges and impact of belonging to a religion today with reference to our own and other people’s views on human nature and society, supporting those views with reasons and examples. | **Skills Components:**  Describe, connect and explain different features of religion and worldviews in terms of celebration, worship, pilgrimage and the rituals which mark important points in life.  Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value. | **Skills Components:**  Consistently use correct religious and philosophical vocabulary in explaining what the significance of different forms of religious, spiritual and moral expression might be for believers.  Use reasoning and examples to express confidently insights into their own and others’ views on questions about the meaning and purpose of life and the search for truth. |
| **U2.3 Why do Christians believe Jesus was the Messiah?**  **Make sense of belief:**  • Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible  • Identify Gospel and prophecy texts, using technical terms  • Explain connections between biblical texts, Incarnation and Messiah, using theological terms  **Understand the impact:**  • Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas  • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible  **Make connections:**  • Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers. | **U2.9 Why is the Torah so important to Jewish people?**  **Make sense of belief:**  • Identify and explain Jewish beliefs about God  • Give examples of some texts that say what God is like and  explain how Jewish people interpret them  **Understand the impact:**  • Make clear connections between Jewish beliefs about the Torah and how they use and treat it  • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)  • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  **Make connections:**  • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today  • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish. | **U2.10 What matters most to Humanists and Christians?**  **Make sense of belief:**  • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)  • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)  **Understand the impact:**  • Make clear connections between Christian and Humanist ideas about being good and how people live  • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view  **Make connections:**  • Raise important questions and suggest answers about how and why people should be good  • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. |
| **Skills Components:**  Consider the challenges and impact of belonging to a religion today with reference to our own and other people’s views on human nature and society, supporting those views with reasons and examples. | **Skills Components:**  Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value | **Skills Components:**  Show understanding of the similarities and differences in forms of religious, spiritual and moral expression found within and between religions and begin to apply their knowledge to their own understanding of religious and spiritual expression of belief and value |
| **RHSE** | **Different types of families**  Identify the shared characteristics of healthy family life  Explain different types of romantic relationships  Identify why some people chose to marry or have a civil partnership  Identify different family structures and the similarities between these families  Explain how to get support if a family relationship is making me feel unhappy/ unsafe  **Healthy and Harmful Relationships**  Identify on/ offline bullying and how to manage this  Identify some harmful behaviours in a relationship  Explain what forced marriage is and how to get support  Define stereotype and discrimination and some strategies to challenge this  Understand where to go for help or support with harmful behaviour  Bike Safety – Bikeability Level 2  **Keeping your body safe – part 1**  Define safe and unsafe  Identify which parts of the body are private  Define inappropriate or unwanted touch  Recognise the right of each individual to decide who can touch their body, where and in what way  Identify places and people who can offer help if we are feeling unsafe  **Keeping your body safe – part 2**  Recognise the right of each individual to decide who can touch their body, where, and in what way  Can explain consent  Recognise the importance of permission seeking/giving behaviour, and how this can be communicated  Identify places and people who can offer help if we are feeling unsafe | **Spending decisions**  Identify ways to keep money safe from loss or theft  Explain how money impacts well-being  Identify how spending decisions affect others including the environment and supporting charities  **Exploring in relation to gambling**  Explain risk in relation to gambling  Identify how winning or losing can affect a person’s feelings and what makes someone want to take the risk  Describe what can influence someone to gamble or feel pressure to do so  Recognise who to ask for help if concerned about gambling or the pressure to do something like gambling  **Online friendships and keeping safe**  Understand the dangers of taking personal photographs and sharing them online  **Skills for using the internet safely**  Understand the dangers of chatting to strangers online | **Social Media**  Recognise what wellbeing and social media mean  Describe actions a person can take to look after their wellbeing with a balance of online and offline activities  Evaluate the positives and negatives of social media  **Feelings and common anxieties when changing schools**  Identify feelings people might experience when starting a new school / moving to secondary school (KS3)  Recognise common causes of worry, challenges and opportunities that may be part of this transition  Identify and evaluate the usefulness and reliability of different sources of support and information available; explain how to access them  Identify ways to positively manage the move to secondary school (KS3)  **Changing Schools**  Identify the differences between primary and secondary school  Describe how it might feel to move to secondary school  Explain different ways of managing change  Beach Safety Visit (RNLI) |
| **Music** (taught by music specialist) | **NC Objectives:**  Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising, and manipulating ideas within musical structures and reproducing sounds from aural memory. | | |
| **NC objectives:**  ♣play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music  ♣ listen with attention to detail and recall sounds with increasing aural memory  ♣ use and understand staff and other musical notations  ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  ♣ develop an understanding of the history of music | **NC objectives:**  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music  ♣ listen with attention to detail and recall sounds with increasing aural memory  ♣ use and understand staff and other musical notations  ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  ♣ develop an understanding of the history of music | **NC objectives:**  ♣play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music  ♣ listen with attention to detail and recall sounds with increasing aural memory  ♣ use and understand staff and other musical notations  ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  ♣ develop an understanding of the history of music. |
| **New Model Music curriculum (non-statutory)**  **Singing**  • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.  • Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.  • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.    **Compose improvise**  • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.    **Compose**  • Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.  • Capture and record creative ideas using any of: graphic symbols,  rhythm notation and time signatures  **Performing**  Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ).    **Reading Notation**  • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.  • Understand the differences between 2/4, 3/4 and 4/4 time signatures.  • Read and perform pitch notation within an octave (e.g. C–C′/do–do).  • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.    **Listening pieces:**  BBC teach world war 2 songs, school radio  In the Mood – Glenn Miller  Boogie Woogie Bugle Boy – The Andrews Sisters | **New Model Music curriculum (non-statutory)**  **Singing**  • Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.  • Sing three-part rounds, partner songs, and songs with a verse and a chorus.  • Perform a range of songs in school assemblies and in school performance opportunities.    **Composing improvise**  • Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.  **Compose**  • Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.  • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.    **Performing**  • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.  • Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards.  •Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).  **Recording notation**  • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.  • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).  • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.  • Read and play from notation a four-bar phrase, confidently identifying note names and durations.    **Listening piece:**  Holst – The Planets  Dr Who Theme tune  Elton John – Rocket Man  David Bowie David Bowie – Space Oddity.  The Police – Walking On The Moon.  Chris De Burgh – A Spaceman Came Travelling | **New Model Music curriculum (non-statutory)**  **Singing**  • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.  • Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence.  • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.    **Compose improvise**  • Create music with multiple sections that include repetition and contrast.  • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.    **Performing**  • Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ).  • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.  • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.    **Recording notation**  • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.  • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).    **Listening piece:**  Music Hall – Selection of songs such as daisy bell, My Old Man said Follow the Van… |
| **Skills Components:**  **Year 5**  Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts  Improvise independently with increasing aural memory.  Use a variety of different musical devices including melody, rhythms and chords. Compose and perform melodies using four or five notes. Create own songs  Record own compositions.  Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others’ music.  Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read and perform using extended notationboth single and layered parts. Describe different purposes of music in history/ traditions/ other cultures.    **Year 6**  Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Perform in live contexts, accounting for musical dimensions.  Compose and perform melodies using five or more notes. Show confidence, thought and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record  Identify dimensions of music in songs and pieces of music. Use musical vocabulary confidently to describe music.  Refine and improve own/ others’ work.  Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own. Introduce notation recorded on a stave. Develop an understanding of the history of music. | **Skills Components:**  **Year 5**  Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts  Improvise independently with increasing aural memory.  Use a variety of different musical devices including melody, rhythms and chords. Compose and perform melodies using four or five notes. Create own songs  Record own compositions.  Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others’ music.  Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read and perform using extended notation both single and layered parts. Describe different purposes of music in history/ traditions/ other cultures.    **Year 6**  Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Perform in live contexts, accounting for musical dimensions.  Compose and perform melodies using five or more notes. Show confidence, thought and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record  Use ICT to organise musical ideas.  Identify dimensions of music in songs and pieces of music. Use musical vocabulary confidently to describe music.  Work out how harmonies are used and how drones and melodic ostinato (riffs) are used to accompany singing.  Refine and improve own/ others’ work.  Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own. Introduce notation recorded on a stave. | **Skills Components:**  **Year 5**  Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts  Use a variety of different musical devices including melody, rhythms and chords. Compose and perform melodies using four or five notes. Create own songs  Record own compositions.  Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, silence, riff, ostinato, melody, chord, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others’ music.  Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). Read and perform using extended notation both single and layered parts. Describe different purposes of music in history/ traditions/ other cultures.  **Year 6**  Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Perform in live contexts, accounting for musical dimensions.  Compose and perform melodies using five or more notes. Show confidence, thought and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record  Identify dimensions of music in songs and pieces of music. Use musical vocabulary confidently to describe music.  Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions.  Refine and improve own/ others’ work.  Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own. Introduce notation recorded on a stave. Develop an understanding of the history of music. |
| **End Composites:**Whole Class Ukuleles- accompaniments to War songs  BBC Teach World War Two Songs | **End Composites:**Create own version of one of the planets inspired by Gustav Holst The Planets | **End Composites:**Compare and contrast Victorian music with West End today.  Compare and contrast Victorian music with in different classes. Theatre, pub, royal palace.  Barrel Organs CD  Out of the Ark – Victorians. Who Were They? |
| **Art and Design** | **NC objectives:**  Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.  Pupils should be taught:   * to create sketch books to record their observations and use them to review and revisit ideas * to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. | | |
| **Skills Components:**  DRAWING, PAINTING AND COLLAGE    John Piper  Henry Moore – Bomb shelter drawings    Children explore the ideas and emotions behind the paintings and collages made by Piper. Children create their own mixed media collages responding to themes of home and war.  Use Art to express an emotion. Why have they chosen the materials and techniques that they have?  Art in public sphere.  Use Art to express an abstract concept e.g war (link to Guernica – create a WW2 version showing conflict)), love, creation.  Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.  ‘Limited palette’ work. Working with one colour and developing work using tints and shades.  Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.  Begin to build up a portfolio of their work | **Skills Components:**  SCULPTURE  Olafur Eliasson  James Turrell  Children explore light and dark, light and shadow, reflective surfaces and colour. Children document their ideas with drawing and photography.  Children create mini installations using reflective materials, translucent materials light and found objects.  Different textures and consistencies of paint.  Collaborative work.  Large-scale drawings and paintings.  Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.  Begin to build up a portfolio of their work | **Skills Components:**  PRINTING  William Morris Arts and Craft movement  Victorian architecture  Children develop observational drawings into repeat prints using block prints.  Use the work of a famous artist as a stimulus for their own work.  Use other artists work as a basis for critique.  Research and develop the techniques of other artists to use in own work.  Use viewfinders and perspective techniques in composition.  Apply paint to show textures.  Be introduced to the work of great designers through history.  Continue to critique their own work and begin to build a portfolio of work about which they can talk confidently. (William Morris)  Construct scale models using joining and drawing techniques.  Combine techniques and give reasons for choices.  Have an in-depth knowledge of the work of an architect and choose a style to emulate in constructing a scale model.  Be able to identify and appraise the work of designers through history.  Continue to use their sketchbooks to build up ideas and techniques that support thinking through a topic or concept.  Begin to build up a portfolio of their work |
| **Sticky knowledge:**  John Piper was official war artist for WW2  He dpicted the ruins of England, employing his aptitude for depicting landscapes and imperial homes to portray the loss and aftermath of bombings.  He often painted at night, when buildings were still ablze  Amongst the most powerful records of the home front during the Second World War are images of Londoners sheltering in the underground stations from air raids. Of these images, Henry Moore’s drawings are perhaps the most famous. | **Sticky knowledge:**  lafur Eliasson (Icelandic: Ólafur Elíasson; born 5 February 1967) is an Icelandic–Danish artist known for sculptured and large-scale installation art employing elemental materials such as light, water, and air temperature to enhance the viewer’s experience.  His work explores the common ground between art and science – and is sometimes referenced in discussions about climate change.  James Turrell is an American artist known for his work within the Light and Space movement.  He is renowned for his Skyspaces, including one at Tremenere Gardens, near Penzance, Cornwall. | **Sticky knowledge:**  Founders of arts and crafts movement were disillusioned with Industrial Revolution  Emphasis on good quality materials and utility of design  Started around 1860 in UK  Pread to USA thirty years later (1890)  Influenced by the imagery of nature  Importand artists were Philip Webb and William Morris |
| **Design and Technology** | NC Objectives:  Through a variety of creative and practical activities pupils should be taught knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts (e.g the home, school, leisure, culture, enterprise, industry and the wider environment) | | |
| **NC objectives:**  Understand and use a range of electrical systems in their products, such as series circuits, incorporating switches, bulbs, buzzers and motors.  Apply their understanding of computing to program, monitor and control their products. | **NC objectives:**  Research existing products to inform design choices and criteria, taking into consideration user needs.  Design innovative, functional, appealing products aimed at particular individuals or groups.  Develop a set of criteria, based on research, to aid design process.  Communicate ideas by using cross-sectional diagrams, exploded diagrams, prototypes, pattern ideas and computer-aided design.  Communicate ideas through oral and ICT presentations.  Adapt designs, where necessary, based of design feedback.  Select from and use a wide range of specialist tools and equipment safely and accurately.  Use specialist equipment for a specific purpose safely and accurately.  Select from and use a wide range of specific materials and components according to their specific use and aesthetic properties. | **NC objectives:**  Identify and understand how key events and individuals in design and technology have helped shape the world.  Design and build more complex frameworks, using a range of materials to support mechanisms.  Apply understanding of how to strengthen, stiffen and reinforce more complex structures.  Understand and use CAM mechanisms to create moving models.  (Isambard Kingdom Brunel – design and building bridges challenge)  Adapt designs, where necessary, based of design feedback. |
| **Skills and Components:**  understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]  apply their understanding of computing to program, monitor and control their products. | **Skills and Components:**  use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design | **Skills and Components:**  investigate and analyse a range of existing products  evaluate their ideas and products against their own design criteria and consider the views of others to improve their work  understand how key events and individuals in design and technology have helped shape the world  apply their understanding of how to strengthen, stiffen and reinforce more complex structures  understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] |
| **Computing** | **NC objectives:**  Flat file databases  ● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  ● select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information  Introduction to spreadsheets  ● Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information | **NC objectives:**  Vector drawing  ● Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.  3D modelling  ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  ● Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **NC objectives:**  Selection in quizzes  ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information  Sensing  ● Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information |
| **Skills and Components:**  How a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They create graphs and charts from their data to help solve problems. They use a real-life database to answer a question, and present their work to others  Organising data into columns and rows to create their own data set. Learners will be taught the importance of formatting data to support calculations, while also being introduced to formulas and will begin to understand how they can be used to produce calculated data. Learners will be taught how to apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them. Learners will use spreadsheets to plan an event and answer questions. Finally, learners will create graphs and charts, and evaluate their results in comparison to questions asked. | **Skills and Components:**  In this unit, learners start to create vector drawings. They learn how to use different drawing tools to help them create images. Learners recognise that images in vector drawings are created using shapes and lines, and each individual element in the drawing is called an object. Learners layer their objects and begin grouping and duplicating them to support the creation of more complex pieces of work  During this unit, learners will develop their knowledge and understanding of using a computer to produce 3D models. Learners will initially familiarise themselves with working in a 3D space, including combining 3D objects to make a house and examining the differences between working digitally with 2D and 3D graphics. Learners will progress to making accurate 3D models of physical objects, such as a pencil holder, which include using 3D objects as placeholders. Finally, learners will examine the need to group 3D objects, then go on to plan, develop, and evaluate their own 3D model of a photo frame | **Skills and Components:**  This unit explores the concept of variables in programming through games in Scratch. First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed. Pupils will then use variables to create a simulation of a scoreboard. In Lessons 2, 3, and 5, which follow the Use-Modify-Create model, pupils will experiment with variables in an existing project, then modify them, then they will create their own project. In Lesson 4, pupils will focus on design. Finally, in Lesson 6, pupils will apply their knowledge of variables and design to improve their game in Scratch.  This unit is the final KS2 programming unit and brings together elements of all the four programming constructs: sequence from Year 3, repetition from Year 4, selection from Year 5, and variables (introduced in Year 6 – ‘Programming A’. It offers learners the opportunity to use all of these constructs in a different, but still familiar environment, while also utilising a physical device — the micro:bit. The unit begins with a simple program for learners to build in and test in the programming environment, before transferring it to their micro:bit. Learners then take on three new projects in Lessons 2, 3, and 4, with each lesson adding more depth |
| **PE** | Pupils should continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement | | |
| **Football**  Explain rules and tactics in detail.  To work in a team or alone to gain possession of a ball.  Reflect - ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling  **Dance**  When composing it is imaginative, creative and expressive. Movements show control. Suggest new ways of working/ask and answer questions to reflect  Perform dances using advanced techniques with a range of dance styles and forms. Suggest new ways of working/ask and answer questions to reflect  **Swimming**  Use breaststroke, front crawl and backstroke, ensuring that breathing is correct  Any child not meeting the 25m requirement will receive swimming intervention Swim 25m by the end of Year 6. Explore personal survival skills safely | **Gym (partner sequences)**  Create a fluid sequence applying learnt skills  Show accuracy, control, speed, strength and stamina consistently within a range of movements. Develop and adapt techniques to improve performance.  **Netball**  Explain rules and tactics in detail. To work in a team or alone to gain possession of a ball. Reflect- ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling  **Gym (counter balances)**  Create a fluid sequence applying learnt skills  Show accuracy, control, speed, strength and stamina consistently within a range of movements. Develop and adapt techniques to improve performance.  **Hockey**  Explain rules and tactics in detail.  To work in a team or alone to gain possession of a ball.  Reflect - ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling | **Athletics**  Combine sprinting with low hurdles over 60m. Throw accurately and refine performance by analysing technique and body shape. Keep track of personal best performances, setting targets for improvement  Choose the best place for running over a variety of distances. Show control in take-off and landing when jumping. Keep track of personal best performances, setting challenging targets for improvement  **Tag Rugby (Pirates Rugby Coaches)**  Explain rules and tactics in detail.  To work in a team or alone to gain possession of a ball.  Reflect - ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling  **Surf Day (OAA)**  **OAA/Orienteering (Trip to Delaware every 2 years)**  **Cricket**  Explain rules and tactics in detail.  To work in a team or alone to gain possession of a ball.  Reflect - ask and answer questions to change or improve games/ performance  Gain possession confidently and apply attacking and defending skills. Apply understanding of rules and tactics e.g. officiating Support other players; coaching; modelling |
| **MFL** | **NC Objectives:**  The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries. | | |
| **Skills and components:**  **This is France! (Y6)**  Write phrases from memory and adapt these to create new sentences to express ideas clearly.  Engage in conversations, ask and answer questions in the context of calculating distances.  Broaden vocabulary and develop ability to understand new words in the context of directions.  Describe people, places, things and actions in writing in the context of famous landmarks of Paris.  Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences. | **Skills and components:**  **All in a day (Y6)**  Speak in sentences, using familiar vocabulary, phrases and basic language structures, in the context of telling the time.  Describe people, places, things and actions orally; and in writing.  Understand basic grammar (key features and patterns) appropriate to the language being studied, how to apply these, for instance, to build sentences.  Read carefully and show understanding of words, phrases and simple writing, in the context of reading timetables. | **Skills and components:**  **All about ourselves (Y5)**  Listen attentively to spoken language and show understanding by joining in and responding in context of parts of the body.  Describe people, places, things and actions orally; and in writing in the context of describing yourself.  Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.  Write phrases from memory and adapt these to create new sentences to express ideas clearly in the context of the classroom.  Understand key features and patterns of French. |