



Fell Dyke Community Primary School

Year 5 Curriculum Map 2018 - 2019

	AUTUMN 1 (7 weeks)	AUTUMN 2 (8 weeks)	SPRING 1 (6 weeks)	SPRING 2 (6 weeks)	SUMMER 1 (6 weeks)	SUMMER 2 (7 weeks)
Theme ideas	A Miner's Life for Me	Young Engineers	Sticks and Stones	Walk like an Egyptian	Lost at Sea	Rebellious Royals
Educational visits	Woodhorn Museum – Coal Town exhibition			The Great North Museum (Egyptian Gallery)	Cullercoats Bay	Durham University – Tudors workshop / Tudor trail
Curriculum Experience	'Coal Lifts' <i>DT project – coal lift with pulleys</i>	'Christmas Workshop' <i>DT project – toys with hydraulics</i> Technology Tom?	'Stone Age Living' (replica of Scout.ed visit last year) <i>CC and DT link</i>	'The New Shaduf' <i>DT project – making Shadufs with levers</i>	'Zoe's Survival' <i>Finding and making new materials in the forest (sci link)</i>	'Witches Academy' <i>Creative Writing</i>
Literacy Genre	Historical Fiction/ Discussion	Fantasy Explanation Texts	Film Narrative/ Adventure Instructions	Adventure Discussion	Dilemma Story Recount	Historical Fiction Report
Core Text	The Story of Lotte 'Down the mine' Pitman Painters	A Christmas Carol Charles Dickens The Invention of Hugo Cabret Brian Selznick	The Croods (Visual Literacy)	The Scarab's Secret Nick Would	Floodland Marcus Sedgwick	King Richard III/Macbeth Shakespeare/Marcia Williams
Follow up genre	<i>Recount – a day in the life of a miner/miner's wife, miner's child.</i>		<i>Explanation – edit a set of instructions to become an explanation (how are stone age shoes made?).</i>	<i>Instructions – how to make a mummy.</i>	<i>Discussion – should Zoe leave Norwich's island?</i>	
Maths	LONG TERM PLAN DUE OUT JUNE 20 th					
Science	Scientific Skills <ul style="list-style-type: none"> • 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 a degree of trust in results, in oral and written forms such as displays and other presentations • Identifying scientific evidence that has been used to support or refute ideas or arguments 					

	<p><u>Animals, including Humans Statutory Requirements</u></p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>Investigation Question <u>Are you able to identify the age of person based on their lifestyle?</u> <u>Why do male and female bodies grow differently?</u> <u>How do humans and animals differ when growing?</u></p>	<p><u>Properties of Materials Statutory Requirements</u></p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic <p>Investigation Question <u>How can you keep water warm?</u> <u>How do the properties of materials affect how they are used?</u></p>	<p><u>Evolution and Inheritance Statutory Requirements</u></p> <ul style="list-style-type: none"> 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 <p>Investigation Question <u>Is there a correlation between hair colour and eye colour?</u> <u>What adaptive traits made it suitable to survive in the Stone Age?</u></p>	<p><u>Forces Statutory Requirements</u></p> <ul style="list-style-type: none"> 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 <p>Investigation Question <u>What happens if two people push with equal strength?</u> <u>How does shape affect the speed in which objects move through water?</u> <u>Does the length of a lever affect the mass that can be lifted?</u> <u>Does surface affect the amount of force needed to move a shoe?</u></p>	<p><u>Changes in Materials Statutory Requirements</u></p> <ul style="list-style-type: none"> 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 <p>Investigation Question <u>What method can we use for separating the solution that is made when water and salt – a soluble substance - is mixed?</u> <u>What method can we use to change solid wax crayons into a candle?</u> <u>How can we change the state of the solid wax crayon to help us?</u> <u>How can we change the burned paper (ash) into clean paper?</u> <u>What will happen when you mix vinegar and bicarbonate of soda?</u></p>	<p><u>Living Things and their Habitats Statutory Requirements</u></p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals <p>Investigation Question <u>How do plants produce more?</u> <u>How can plants grow/reproduce without pollen or eggs?</u> <u>Does the colour of petals make a difference to the flower?</u> <u>What conditions do plants need to grow well?</u> <u>Are there any similarities between the life cycle of a frog and a butterfly?</u></p>
Humanities	<p><u>History Skills</u> <u>Knowledge and understanding of events, people and changes in the past</u></p> <ul style="list-style-type: none"> Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.) <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer. 		<p><u>Geography Skills</u> <u>Geographical Knowledge</u> <u>The UK and Local Area</u></p> <ul style="list-style-type: none"> Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changes overtime. <p><u>The World and Continents</u></p> <ul style="list-style-type: none"> Locate the worlds countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night). <p><u>Geographical Understanding</u> <u>Physical Themes</u></p>			

<p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) • Order significant events, movements and dates on a timeline. • Describe the main changes in a period in history. <p><u>Historical interpretation</u></p> <ul style="list-style-type: none"> • Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. • Give reasons why there may be different accounts of history. • Evaluate evidence to choose the most reliable forms. <p><u>Organisation and communication</u></p> <ul style="list-style-type: none"> • Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. • Plan and present a self-directed project or research about the studied period. 			<ul style="list-style-type: none"> • Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts. • Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle. <p><u>Human Themes</u></p> <ul style="list-style-type: none"> • Describe and understand key aspects of human geography including: economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. <p><u>Understanding places and connections</u></p> <ul style="list-style-type: none"> • Understanding geographical similarities and differences and change through the study of human and physical geography of the UK. • Understanding geographical similarities and differences through the study of human and physical geography of the UK, a region in a European country and a region within North or South America. • Deepen an understanding of the interaction between physical and human processes. <p><u>Geographical Skills and Enquiry</u></p> <p><u>Map and Atlas Work</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. <p><u>Fieldwork and Investigation</u></p> <ul style="list-style-type: none"> • Use a range of methods including sketch maps, plans and graphs and digital technologies. • Use fieldwork to observe, measure, record and present the human and physical features in the local area. 		
<p><u>Local History Study (Mining Industry)</u></p> <p>Recap Victorian life. Source work – newspaper clippings, gravestones, images of miners (Beamish website resources)/ Life as a miner (role play and writing).</p>	<p><u>N/A</u></p>	<p><u>The Stone Age to Iron Age</u></p> <p>Palaeolithic, Mesolithic and Neolithic eras of Stone Age (timelines/evolution of Stone Age). Stone Age living – resourcing food, clothes and homes for the family. Skara Bra /Stonehenge study – farmers and hunter-gathers. Development of resources in to the Iron Age (hill forts, tribal kingdoms, farming, art and culture). Comparisons between modern day and prehistoric Britain. Discuss why there is a lack of primary sources – ‘prehistory’ before records. How can we trust the resources that we have?</p>	<p><u>Ancient Egypt</u></p> <p>Timeline. Using sources to build up a picture of the past – what can we learn about ancient Egypt from sources? Pharaohs (Tutankhamun, Cleopatra) – the role of a leader. Social hierarchy in Ancient Egypt. Pyramids. Mummification. The importance of the River Nile.</p>	<p><u>N/A</u></p>	<p><u>Tudor Dynasty</u></p> <p>The House of York and the House of Lancaster rivalry. The Battle of Bosomworth – the first Tudor king (Henry VII). Henry VIII (his wives, children and lifestyle). The implementation of the Church of England. Henry’s daughters – Queen Mary I, Queen Elizabeth I (make comparisons). King Edward VI (child king). The end of the Tudor dynasty (Lady Jane Grey – nine day queen). Introduce sources (primary/secondary) and discuss bias.</p>

	Geography Skills N/A	Geography Skills N/A	<p>Geography Skills</p> <ul style="list-style-type: none"> Identify the geographical regions and key topographical features of the UK (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changes overtime. <p>Why did people living in the Stone Age era move to live near rivers? How did they use their land?</p>	<p>Geography Skills</p> <ul style="list-style-type: none"> Locate the worlds countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circles, 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. Use the eight points of a compass, four and six-grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. <p>Researching Africa/Egypt. How to get from UK to Egypt. How does the River Nile shape Egypt as a country (and the other countries that it runs through).</p>	<p>Geography Skills</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography including: earthquakes and volcanoes, rivers, mountains and the water cycle. Understanding geographical similarities and differences and change through the study of human and physical geography of the UK. Deepen an understanding of the interaction between physical and human processes. Use a range of methods including sketch maps, plans and graphs and digital technologies. Use fieldwork to observe, measure, record and present the human and physical features in the local area. <p>Locate most famous rivers (River Nile, Amazon River ...) on a map. Water cycle. Importance of rivers. Looking at how physical and human geography affects areas of the world – flooding, pollution (global warming/climate change) etc. Fieldwork – local coastline.</p>	Geography Skills N/A
	SEE LONG TERM PLAN					
Computing	Online Safety & Core Skills	Digital Literacy & ICT + Independent Learning Lessons	Computer Science	Digital Literacy & ICT + Independent Learning Lessons	Digital Literacy & ICT	Digital Literacy & ICT + Independent Learning Lessons

RE	<p>Arts in Religion</p> <p><u>RE Skills</u></p> <ul style="list-style-type: none"> To explore a variety of ways in which people respond religiously to experience both verbally and bib-verbally. To express personal reflections and responses. To explore a means of expression used in religion. To appreciate that works of art can be validly interpreted in different ways. <p>CRC Article 14 – children have the right to think and believe what they choose.</p>	<p>The Gospel Versions of Christmas</p> <p>Describe and show understanding of how sources inform Christian belief about Jesus.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> To know that there are 2 Gospel version of the Christmas story. To compare these two versions. To perceive that the Christmas story has different levels and can be validly interpreted in different ways. To learn about ways in which beliefs and religious ideas can be expressed through music, word and literature. To know and understand some specialist language of Christianity. To explore ideas about the true meaning of Christmas for Christians. <p>CRC Article 14 – children have the right to think and believe what they choose.</p>	<p>The Journey of Birth, Life and Death</p> <p>Recognise ways in which religion influences people's lives (birth, the meaning of life, death, etc).</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> To reflect on the different stages/characteristics of life and to relate it to the children's own lives. To know the significance of welcoming ceremonies in faith communities. <p>CRC Article 14 – children have the right to think and believe what they choose.</p>	<p>Easter Despair and Hope</p> <p>Make links between the events of the story and the emotions of the main characters, giving reasons for their choices.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> To sequence the events of Holy Week. To explore a range of emotions of characters in the story. To reflect on the meaning of Easter for Christians. To learn how Christians use symbolism and colour to express the Easter meanings. <p>CRC Article 14 – children have the right to think and believe what they choose.</p>	<p>Relationships, Heroes and Leaders</p> <p>Explain the concept of leadership and say what makes a good leader.</p> <p><u>Skills</u></p> <p>To reflect upon significant relationships in the children's own lives and to appreciate how they are influenced by such relationships. To explore the concept of leadership within the children's immediate experience. To talk to and ask questions of a religious leader. To understand the role of a religious leader. To learn about the role of an imam. To consider the important aspects of imam's job.</p> <p>CRC Article 14 – children have the right to think and believe what they choose.</p>	
Art & Design	<p><u>On Going Skills</u></p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. Adapt their work according to their views and describe how they might develop it further. 					
<p><u>Artist Study</u></p> <p>(CC lessons – 2 weeks) 'The Pitmen Painters'</p> <ul style="list-style-type: none"> Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas and processes to use in their work. Explore the roles and purposes of artists, craftspeople and designers 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours. Work on preliminary studies to test media and materials. Create imaginative work from a variety of sources. <p>Recap primary colours and how to make the secondary colours. Look at the colour wheel – children to create a piece of art using 2</p>	<p><u>Sculpture</u></p> <ul style="list-style-type: none"> Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and man-made materials to create sculpture. Plan a sculpture through drawing and other preparatory work. <p>Using the natural materials in the forest, like the Stone Age people, created models. Make models of caves/ dwellings.</p>	<p><u>Collage/Textiles</u></p> <p>(Drop down days – CC lessons)</p> <ul style="list-style-type: none"> Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Use a range of media to create collage. Experiment with using batik safely. <p>Basic stitching. Remake the tapestry of 'the book of the dead' create a scene to</p>	<p><u>Printing</u></p> <ul style="list-style-type: none"> Explain a few techniques, inc' the use of poly-blocks, relief, mono and resist printing. Choose the printing method appropriate to task. Build up layers and colours/textures. Organise their work in terms of pattern, repetition, symmetry or random printing styles. Choose inks and overlay colours. <p>Printing with shades of blue and white to create water scene.</p>	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. <p>Explore sketching in the style of Hans Holbein. Children to</p>	

	<p>working in different times and cultures.</p> <ul style="list-style-type: none"> • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. • Adapt their work according to their views and describe how they might develop it further. 	<p>complementary colours. Create different shades of a colour. Use Paul Klee's art to inspire block painting in different colours. (Zeichen in Gelb and Senecio good examples). Experimenting with Children to paint scenes of Christmas and winter to show warm and cold (indoors – fires etc and outdoors – snow etc). Claude Monet's "Snow Scene at Argenteuil".</p>		<p>make a large collage. Use batik - a technique of wax-resist dyeing applied to whole cloth – to dye parts of cloth.</p>	<p>Lithography – the process of printing using oil and wax onto a stone surface / plate and then print onto paper.</p> <p>Paula Rego – Flood, 1996 This piece of art was created using a printing technique – etching and aquatint. Create using other methods of printing.</p> <p>http://www.tate.org.uk/art/art-terms/p/print</p>	<p>develop their ability to sketch portraits of themselves and others as well as observational drawings of objects. Hans Holbein – The Ambassadors.</p>
<p>Design & Technology</p>	<p>On Going Skills</p> <p><u>Design</u></p> <p>Can I come up with a range of ideas after I have collected information? Can I take a user's view into account when designing? Can I produce a detailed step-by-step plan? Can I suggest some alternative plans and say what the good points and drawbacks are about each? Can I use cross sectional planning to show my design? Can I produce prototypes?</p> <p><u>Make</u></p> <p>Can I explain why my finished product is going to be of good quality? Can I explain how my product will appeal to the audience? Can I use a range of tools and equipment expertly? Can I think about the aesthetic qualities of my work? Can I think about the functionality of my work?</p> <p><u>Evaluate</u></p> <p>Do I keep checking that my design is the best it can be? Can I check whether anything could be improved? Can I evaluate appearance and function against the original criteria? Can I test and evaluate my final product? Can I say if my product is fit for purpose? Can I practise my evaluation skills by evaluating existing products against criteria which I have set?</p>					
<p>Pulleys Technical Knowledge</p> <p>(4 weeks)</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages <p>DT project</p> <p>Design, create and make a pulley system that could be used to transport coal up and down a mine shaft.</p> <p>http://www.primaryscience.ie/media/pdfs/col/dpsm_investigating_pulleys.pdf https://www.dfindout.com/uk/science/simple-machines/pulleys/</p>	<p>Hydraulics Technical Knowledge</p> <p>(Replace CC)</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages <p>DT project</p> <p>Design, create and make a toy, for a Christmas workshop, that includes a hydraulic motion.</p> <p>http://www.navigatingbyjoy.com/2013/09/29/hands-on-hydraulics-science-fun-for-kids/ http://www.instructables.com/d/Easy-Hydraulic-Machines/</p>	<p>Cooking Technical Knowledge</p> <p>Cooking and nutrition:</p> <p>Can I describe what I do to be both hygienic and safe? Can I present my product well?</p> <ul style="list-style-type: none"> • -understand and apply the principles of a healthy and varied diet • -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques • -Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Cooking using fire – Stone Age style</p>	<p>Levers Technical Knowledge</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages <p>Dt project</p> <p>Design, create and make a shaduf using levers. Mantle of the expert style project – give a dilemma and a brief.</p> <p>https://www.pinterest.co.uk/impa200/shaduf/ http://parkgroveprimary.co.uk/wp-content/uploads/2014/09/Park-Grove-DT-and-Art-MTP-2014-15-2.pdf</p>			

		http://www.technologytom.com/html/d_and_t_projects.html https://www.sciencebuddies.org/science-fair-projects/project_ideas/ApMech_p048.shtml#makeityourown	Healthy breakfasts – making fruit porridge.		
Music	<p>Performing</p> <ul style="list-style-type: none"> I can breathe in the correct place when singing I can sing and understanding of meaning to add expression I can maintain my part while others are performing their part I can perform 'by ear' and from simple notations I can improvise within a group using melodic and rhythmic phrases I can recognise and use basic structural forms e.g. rounds, variations, rondo form <p>Year 5 Challenging</p> <ul style="list-style-type: none"> I can use pitches simultaneously to produce harmony by building up simple chords I can devise and play repeated sequences of pitches on a tuned instrument to accompany a song 	<p>Composing (inc. Notation)</p> <ul style="list-style-type: none"> I can change sounds or organise them differently to change the effect I can compose music which meets specific criteria I can use my notation to record groups of pitches (chords) I can use a music diary to record aspects of the composition process I can choose the most appropriate tempo for a piece of music <p>Year 5 Challenging</p> <ul style="list-style-type: none"> I understand the relation between pulse and syncopated patterns I can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre 	<p>Appraising</p> <ul style="list-style-type: none"> I can describe, compare and evaluate music using music vocabulary I can explain why I think my music is successful or unsuccessful I can suggest Improvements to my own or others work I can contrast the work of famous composers and show preferences <p>Year 5 Challenging</p> <ul style="list-style-type: none"> I can explain how tempo changes the character of music I can identify where gradual change in dynamics has helped to shape a phrase of music 		
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none"> Plan and perform a sequence containing the elements outlined in the chosen core task. Perform all actions, shapes and balances with control. Perform balances showing body extension eg pointing toes. Work well with a partner or in a small group. Use set criteria to make simple judgments about performances. I can perform consistently to different audiences. I can ensure my movements are accurate, clear and consistent. Suggest ways performances could be improved. <p>Supporting resources to teach skills</p> <ul style="list-style-type: none"> A4L Year 5 Gymnastics 	<p>Invasion Games – Basketball Focus (over two half terms to account for lost sessions over Christmas)</p> <ul style="list-style-type: none"> I can use a range of techniques to pass the ball. I can move into different positions to receive the ball. I can move to intercept the ball. I can dribble the ball with control and speed. I can explain the tactics I have used. <p>Supporting resources to teach skills</p> <ul style="list-style-type: none"> A4L Year 5 Invasion Games Unit 3 PESSCL Games Cards <p>Events:</p> <p>Indoor Rowing</p> <p>Year 5/6 Basketball</p> <p>Year 5/6 Basketball</p> <p>Year 5/6 Sports Hall Athletics</p>	<p>Dance</p> <ul style="list-style-type: none"> I can compose my own creative dance. I can show expression in my dances and sensitivity to music. I can ensure my movements are controlled. I can show clarity, fluency, accuracy and consistency in my movements. I can plan and perform dances confidently. I can compose motifs and plan dances creatively and collaboratively in groups. I can use my knowledge of dance to adapt my skills to meet the demands of a range of dance styles. I can organise my own warm-up and cool-downs. I can make imaginative suggestions on how to improve my own and other people's work 	<p>Athletics Skills</p> <ul style="list-style-type: none"> I am controlled when taking off and landing a jump. I can throw with accuracy. I can combine running and jumping. I can follow specific rules. <p>Supporting resources to teach skills</p> <ul style="list-style-type: none"> A4L Year 5/6 Athletics Activities – Running A4L Year 5/6 Athletics Activities – Throwing PESSCL Athletics Cards Elevating Athletics TOPS Athletics <p>Events:</p> <p>Y5 Football</p> <p>Sainsbury's School Games Day</p>	<p>Games – Kwick Cricket</p> <ul style="list-style-type: none"> I can hit the ball into a target area. I can make runs between the wickets / bases. I can catch a ball when the batter has hit it. I can bowl a ball accurately. I can stop batters from scoring by returning the ball quickly to base. <p>Supporting resources to teach skills</p> <ul style="list-style-type: none"> A4L Year 5/6 Striking and Fielding Unit 2 <p>Events:</p> <p>Sainsbury's School Games Day</p> <p>Year 5 Cricket</p> <p>Year 5/6 Athletics</p>

	<p>Unit 5</p> <ul style="list-style-type: none"> • TOPS Gymnastics Cards • Val Sabin Gym Key Stage Two • PESSCL Gymnastics Cards <p>Events:</p> <p>Gymnastics Intra-school Competition</p>		<p>Supporting resources to teach skills</p> <ul style="list-style-type: none"> • A4L Year 5 Dance Unit 21 • TOPS Dance Cards • Val Sabin Dance Key Stage Two • PESSCL Dance Cards <p>Events:</p> <p>Intra School Competition</p>		
<p>Swimming – All year</p> <ul style="list-style-type: none"> • I can swim up to 25 metres unaided • I can keep swimming for 30 to 45 seconds, using swimming aids and support. • I can use a variety of basic arm and leg actions when on my front and back. • I can swim on the surface and lower myself under water. • I can take part in group problem-solving activities on personal survival. • I can recognise how my body reacts and feels when swimming. • I can recognise and concentrate on what I need to improve. 					
<p>Modern Foreign Language</p>	<p>Listening and responding: Demonstrate an understanding of the main points of short spoken passages which incorporate familiar language. Comprehend the responses of others in the target language. Identify how the sound of adjectives changes in their masculine and feminine forms. Independently use simple phrases to seek clarification.</p> <p>Speaking: Ask and answer simple questions. Express simple likes and dislikes; using familiar everyday items as examples. Continue to demonstrate a greater awareness of correct pronunciation through recognition of an increased number of phonic sound patterns. Create and perform simple role play conversations.</p> <p>Reading and responding: Use actions and repetition to read simple, unfamiliar stories in the target language. Apply phonic knowledge to pronounce unfamiliar words. Use glossaries and bilingual dictionaries with increased confidence. Begin to read familiar traditional tales independently.</p> <p>Writing: Accurately write an increasing number of short sentences following a model. Select correct adjective endings to correspond with the number and gender of nouns. Begin to write familiar words and short phrases from memory with increased accuracy.</p> <p>Grammar: Substitute nouns with the correct third person pronoun to avoid repetition with increasing accuracy. Identify and begin to change key features of sentences to communicate enhanced meaning. Begin to substitute words or phrases to vary questions or statements. Begin to identify the conjugation of familiar verbs in familiar phrases.</p>				

<p>PSHE&C</p>	<p>Relationships/ Living in the Wider World Rights and Respect/Valuing difference Anti-bullying, stereotypes (homophobia).</p> <p>Pupils should be taught: About respect for self and others The importance of responsible behaviours and actions About rights and responsibilities as members of families, other groups and ultimately as citizens About different groups and communities To respect equality and to be a productive member of a diverse community</p> <p>CRC Article 28 – children have the right to an education</p>	<p>Relationships Feelings and Emotions (SEMH, emotional literacy, managing emotions)</p> <p>Pupils should be taught: How to recognise and respond to the range of emotions we experience Understand how feelings can effect thoughts and behaviour How to recognise emotions in others and empathise; How to respond appropriately to others; Describe or demonstrate ways of managing difficult or challenging feelings</p> <p>CRC Article 29 – children have the right to be treated with respect.</p>	<p>Health and Well Being Keeping Safe Keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</p> <p>Pupils should be taught: What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe</p> <p>CRC Article 24 -children have the right to the best possible health.</p>	<p>Health and Well Being Growing and Changing Feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</p> <p>Pupils should be taught: How to talk about their bodies appropriately Positive and negative influences on health choices What do our minds and bodies need in order to be healthy: Sleep, diet, relaxation Body image</p> <p>CRC Article 24 -children have the right to the best possible health.</p>	<p>Relationships Healthy Relationships (Transition/Friendships/positive relationships/dealing with conflict/relationships at home and school/)</p> <p>Pupils should be taught: How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse</p> <p>CRC Article 19 – children have the right to be protected from all forms of abuse. The right to be safe.</p>	<p>Living in the Wider World Money matters (aspirations, goals, employment, enterprise, world of work, savings, debt etc)</p> <p>Pupils should be taught: About where money comes from, keeping it safe, and the importance of managing it effectively How money plays an important part in people's lives A basic understanding of enterprise</p>
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