

YEAR 5	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	OUT OF THIS WORLD	ANCIENT GREECE	RIVER DEEP MOUNTAIN HIGH		ON OUR DOORSTEP	FAIRGROUND FORCES
<b>ENGLISH</b>	<p>Reading Explorer(1) – literal skills</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• read and discuss an increasingly wide range of fiction</li> <li>• read books that are structured in different ways</li> <li>• increase familiarity with a wide range of books</li> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• discuss understanding and explore the meaning of words in context</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• predict what might happen from details stated and implied</li> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language</li> <li>• participate in discussions about books building on their own and others' ideas</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• plan writing by noting and developing initial ideas</li> <li>• plan writing by considering how authors have developed characters and settings</li> <li>• draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• draft and write narratives by describing settings, characters and atmosphere and Integrate dialogue to convey character and advance the action</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• evaluate and edit by assessing the effectiveness of their own and others' writing</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> </ul> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions and narratives for different purposes, including for expressing feelings</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating</li> </ul>	<p>Reading Explorer (2) – deductive skills</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• read books that are structured in different ways and reading for a range of purposes</li> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> <li>• discuss understanding and explore the meaning of words in context</li> <li>• ask questions to improve understanding</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• predict what might happen from details stated and implied</li> <li>• summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas</li> <li>• provide reasoned justifications for their views</li> <li>• explain and discuss understanding if what has been read, including through formal presentations and debates</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• identify the audience for and purpose of the writing</li> <li>• note and develop initial ideas, drawing on research where necessary</li> <li>• consider how authors have developed characters and settings</li> <li>• describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</li> <li>• assess the effectiveness of their own and others' writing</li> <li>• perform compositions, using appropriate intonation, volume and movement so that meaning is clear</li> </ul> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions to extend understanding and build vocabulary and knowledge</li> <li>• articulate and justify answers, arguments and opinions give well-structured descriptions and explanations</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating</li> </ul>	<p>Reading Explorer (2) – deductive skills</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• read and discuss an increasingly wide range of fiction</li> <li>• read books that are structured in different ways and reading for a range of purposes</li> <li>• increase familiarity with a wide range of books</li> <li>• increase familiarity with a wide range of books</li> <li>• make comparisons within and across books</li> <li>• preparing poems to read aloud and to perform</li> <li>• discuss understanding and explore the meaning of words in context</li> <li>• ask questions to improve understanding</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions</li> <li>• predict what might happen from details stated and implied</li> <li>• summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas</li> <li>• provide reasoned justifications for their views</li> <li>• explain and discuss understanding if what has been read, including through formal presentations and debates</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>• note and develop initial ideas, drawing on reading in writing narratives, considering how authors have developed characters and settings in what they have heard or read.</li> <li>• plan writing by identify the audience for and purpose of the writing, selecting the appropriate form</li> <li>• participate in discussions about books building on their own and others' ideas</li> <li>• provide reasoned justifications for their views</li> <li>• explain and discuss understanding if what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;</li> <li>• provide reasoned justifications for their views</li> </ul> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>• identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• note and develop initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> <li>• in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• assess the effectiveness of their own and others' writing</li> <li>• perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>• maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>• ask relevant questions to extend understanding and build vocabulary and knowledge</li> <li>• give well-structured descriptions and explanations</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• listen and respond appropriately to adults and peers</li> <li>• articulate and justify answers and opinions</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul>	<p>Reading Explorer (3) – inference skills</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• develop positive attitudes to reading and understanding by reading and discussing a wide range of fiction, non-fiction and reference books.</li> <li>• read books that are structured in different ways and reading for a range of purposes</li> <li>• identify and discussing themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> <li>• ask questions to improve understanding</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence;</li> <li>• predict what might happen from details stated and implied</li> <li>• summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas</li> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• note and develop initial ideas, drawing on reading in writing narratives, considering how authors have developed characters and settings in what they have heard or read.</li> <li>• plan writing by identify the audience for and purpose of the writing, selecting the appropriate form</li> <li>• draft and write by selecting appropriate grammar and vocabulary</li> <li>• use a range of devices to build cohesion within and across paragraphs</li> <li>• evaluate and edit by proposing changes to vocabulary, grammar and punctuation</li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, movement so that meaning is clear</li> </ul> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>• maintain attention and participate actively in collaborative conversations, responding to comments</li> <li>• ask relevant questions to extend understanding and build vocabulary and knowledge</li> <li>• give well-structured descriptions and explanations</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• listen and respond appropriately to adults and peers</li> <li>• articulate and justify answers and opinions</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak 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considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;</li> <li>• provide reasoned justifications for their views</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• note and develop initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed</li> <li>• in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• assess the effectiveness of their own and others' writing</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>• ask relevant questions to extend their understanding and build vocabulary and knowledge</li> <li>• articulate and justify answers, arguments and opinions</li> <li>• give well-structured descriptions and explanations</li> <li>• maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>• listen and respond appropriately to adults and peers</li> <li>• articulate and justify answers and opinions</li> <li>• use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>• speak audibly and fluently with an increasing command of Standard English</li> </ul>	<p>Reading Explorer (4) – study skills</p> <p>Reading Explorer (Classics 1)</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• continue to read and discuss an increasingly wide range of fiction</li> <li>• read books that are structured in different ways and reading for a range of purposes</li> <li>• identify and discuss themes and conventions in and across a wide range of writing</li> <li>• make comparisons within and across books</li> <li>• ask questions to improve their understanding</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>• predict what might happen from details stated and implied</li> <li>• summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluating how authors use language, including figurative language, considering the impact on the reader</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary;</li> <li>• provide reasoned justifications for their views</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>• select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• use a wide range of devices to build cohesion within and across paragraphs</li> <li>• use further organisational and presentational devices to structure text and to guide the reader</li> <li>• assess the effectiveness of their own and</li> </ul>

# YEAR 5 CURRICULUM OVERVIEW

	<ul style="list-style-type: none"> <li>staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>participate in discussions, role play and debates</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>select and use appropriate registers for effective communication</li> </ul> <p><b>Spelling:</b> Oxford Owl Read,Write Inc Spelling</p>	<ul style="list-style-type: none"> <li>and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>speak audibly and fluently with an increasing command of Standard English</li> <li>participate in discussions, presentations, performances and debates</li> <li>consider and evaluate different viewpoints, attending to and build on the contributions of others</li> </ul> <p><b>Spelling:</b> Oxford Owl Read,Write Inc Spelling</p>	<ul style="list-style-type: none"> <li>use organisational and presentational devices to structure text and to guide the reader</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensure the consistent and correct use of tense throughout a piece of writing</li> <li>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend understanding and build vocabulary and knowledge</li> <li>use relevant strategies to build vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>participate in discussions, presentations, performances and debates</li> <li>consider and evaluate different viewpoints, attending to and build on the contributions of others</li> </ul> <p><b>Spelling:</b> Oxford Owl Read,Write Inc Spelling</p>	<ul style="list-style-type: none"> <li>understanding through speculating, imagining and exploring ideas</li> <li>participate in discussions, presentations, performances and debates</li> <li>consider and evaluate different viewpoints, attending to the contributions of others</li> <li>select and use appropriate registers for effective communication</li> <li>use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others.</li> </ul> <p><b>Spelling:</b> Oxford Owl Read,Write Inc Spelling</p>	<ul style="list-style-type: none"> <li>participate in discussions, presentations, performances and debates</li> <li>gain, maintain and monitor the interest of the listener(s);</li> <li>consider and evaluate different viewpoints, attending to and build on the contributions of others</li> </ul> <p><b>Spelling:</b> Oxford Owl Read,Write Inc Spelling Book</p>	<ul style="list-style-type: none"> <li>others' writing</li> <li>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proof-read for spelling and punctuation errors</li> </ul> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>listen and respond appropriately to adults and their peers</li> <li>ask relevant questions to extend their understanding and knowledge</li> <li>use relevant strategies to build their vocabulary</li> <li>articulate and justify answers, arguments and opinions</li> <li>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>participate in discussions, presentations, performances, role-play, improvisations and debates</li> <li>consider and evaluate different viewpoints, attending to and building on the contributions of others</li> </ul> <p><b>Spelling:</b> Oxford Owl Read,Write Inc Spelling Book Recap and Revision</p>
<b>MATHS</b> <small>See Maths Overview for detailed plan</small>	W1-3 Number: place value W4-5 Number: addition & subtraction W6-7 Statistics	W8-9 Number: multiplication & division W10-11 Measurement: perimeter& area W12 Consolidation	W1-3 Number: multiplication & division W4-6 Number: fractions	W7-9 Number: fractions W10-11 Number: decimals & percentages W12 Consolidation	W1-4 Number: decimals W4-7 Geometry: properties of shape	W8 Geometry: position & direction W9-10 Measurement: converting units W11 Measurement: volume W12 Consolidation
<b>SCIENCE</b>	<b>Theme = OUT OF THIS WORLD</b> <b>Earth &amp; Space</b> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>	<b>Theme = GROWING UP &amp; GROWING OLD</b> <b>Animals , including humans</b> <ul style="list-style-type: none"> <li>understand the developmental stages of human embryos</li> <li>understand the difference between linear and developmental age in children</li> <li>learn about the changes experienced in puberty</li> <li>describe the changes as humans develop to old age</li> </ul>	<b>Theme = MATERIAL WORLD</b> <b>Properties &amp; changes of materials</b> <ul style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>explain that some changes result in the formation of new materials, and that this kind of</li> </ul>	<b>Theme = CIRCLE OF LIFE</b> <b>Living things and their habitats</b> <ul style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> <li>draw a timeline to indicate stages in the growth and development of humans</li> <li>work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and</li> </ul>	<b>Theme = LET'S GET MOVING</b> <b>Forces</b> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	

			change is not usually reversible		mass of a baby as it grows		
<b>ART &amp; DESIGN</b>	<p><b>Texture</b> – pencil drawings of wood, stone, brick and water.</p> <p><b>Organise line, tone, shape and colour</b> to represent forms in movement – (planets using oils)</p>	<p><b>Shading</b> – Greek vases.</p> <p><b>Shading to create mood</b> – Cyclops in a cave</p>	<p><b>L.S. Lowry (various)</b></p> <p><b>Sketching</b></p> <p>school playground cityscapes rooftop outlines</p>		<p><b>Le Corbusier (European architect)</b></p> <ul style="list-style-type: none"> <li>• Design skills</li> <li>• Architectural skills</li> <li>• European art – making houses from shapes</li> </ul>		
<b>DESIGN &amp; TECHNOLOGY</b>		<p><b>Design a bird feeding station</b></p> <ul style="list-style-type: none"> <li>• Functional design – prototype</li> <li>• Functional design – materials</li> </ul>	<p><b>Create a healthy meal</b></p> <ul style="list-style-type: none"> <li>• Select ingredients for a healthy meal</li> <li>• Prepare the designed meal</li> <li>• Serve the meal and appreciate the need for hygiene</li> </ul>		<p><b>Design a protective cover for a laptop/Chrome book</b></p> <ul style="list-style-type: none"> <li>• Material selection for purpose</li> <li>• Design and layout material for purpose</li> <li>• Cutting and sewing material</li> </ul>		
<b>GEOGRAPHY</b>	<b>DEPTH STUDY - Out of this World</b>	<p><b>DEPTH STUDY – Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• use the correct geographical words to describe landscape and coastal features (Ancient Greek geography)</li> <li>• Explain why cities were formed in certain locations (Ancient Greek cities)</li> <li>• Recognise and identify the countries and coastline of Europe.</li> </ul>	<p><b>DEPTH STUDY – River Deep Mountain High</b></p> <ul style="list-style-type: none"> <li>• explain why many cities are situated on or close to rivers</li> <li>• explain why people are attracted to live by rivers</li> <li>• explain the course of a river</li> <li>• name and locate many of the world's most famous rivers in an atlas</li> <li>• name and locate many of the world's most famous mountainous regions in an atlas</li> <li>• Describe and understand the water cycle</li> <li>• use an atlas by using the index to find places</li> </ul>		<p><b>DEPTH STUDY - On Our Doorstep</b></p> <ul style="list-style-type: none"> <li>• explain how a location fits into its wider geographical location with reference to human and economical features</li> <li>• use some basic Ordnance Survey map symbols</li> <li>• use grid references on a map</li> <li>• use Ordnance Survey symbols and 6 figure grid references</li> </ul>		
<b>HISTORY</b>	<b>DEPTH STUDY - Out of this World</b>	<p><b>DEPTH STUDY – Ancient Greece</b></p> <ul style="list-style-type: none"> <li>• appreciate the historical development of the geocentric and heliocentric models of the Solar System</li> <li>• create a timeline of space travel and exploration.</li> </ul>	<p><b>DEPTH STUDY – River Deep Mountain High</b></p> <ul style="list-style-type: none"> <li>• understand the importance of river travel in history</li> <li>• create a timeline of exploratory achievements – including conquering the mountains of the world</li> </ul>		<p><b>DEPTH STUDY - On Our Doorstep</b></p> <ul style="list-style-type: none"> <li>• draw a timeline with different historical periods showing key historical events or lives of significant people</li> <li>• compare two or more historical periods; explaining things which changed and things which stayed the same</li> <li>• explain how Parliament affects decision making in England</li> <li>• explain how our locality has changed over time</li> <li>• test out a hypothesis in order to answer questions</li> <li>• Identify historical settlements in the local area from place-name evidence.</li> </ul>		
<b>MUSIC</b>	<p><b>Living on a Prayer</b></p> <ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Leaning to sing the song</li> <li>• Find the pulse</li> <li>• Finding the beat</li> </ul> <p><b>See KS2 Musical Progression document.</b></p>	<p><b>Classroom Jazz 1</b></p> <ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Improvisation</li> <li>• Find the pulse</li> <li>• Find the beat</li> <li>• Musical instruments</li> </ul>	<p><b>Make You Feel My love</b></p> <ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Learning to sing the song</li> <li>• Find the pulse</li> <li>• Find the beat</li> <li>• Musical instruments</li> </ul>	<p><b>The Fresh Prince of Bel Air</b></p> <ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Hip-hop introduction</li> <li>• Find the pulse</li> <li>• Find the beat</li> <li>• Musical instruments</li> </ul>	<p><b>Dancing in the Street</b></p> <ul style="list-style-type: none"> <li>• Appraisal</li> <li>• Find the pulse</li> <li>• Find the beat</li> <li>• Musical instruments</li> </ul>	<p><b>Reflect, Rewind and Replay</b></p> <ul style="list-style-type: none"> <li>• Composers</li> <li>• Musical explorer – recorder</li> <li>• Musical explorer – glockenspiel</li> <li>• Rhythm grid notation</li> <li>• Tempo, dynamics and pitch</li> </ul>	
<b>PE</b>	<p><b>REAL PE</b></p> <ul style="list-style-type: none"> <li>• <i>Coordination – ball skills</i></li> <li>• <i>Agility – reaction/response</i></li> </ul> <p><b>Ball skills – rugby</b></p> <ul style="list-style-type: none"> <li>• gain possession by working as a team</li> <li>• pass in different ways</li> <li>• use forehand and backhand with a racket</li> <li>• field</li> <li>• choose a tactic for defending and attacking</li> <li>use a number of techniques to pass, dribble and shoot</li> </ul>	<p><b>REAL PE</b></p> <ul style="list-style-type: none"> <li>• <i>Static balance – seated</i></li> <li>• <i>Static Balance – floor work</i></li> </ul> <p><b>Ball skills – football</b></p> <ul style="list-style-type: none"> <li>• gain possession by working as a team</li> <li>• pass in different ways</li> <li>• use forehand and backhand with a racket</li> <li>• field</li> <li>• choose a tactic for defending and attacking</li> <li>• use a number of techniques to pass, dribble and shoot</li> </ul>	<p><b>REAL PE</b></p> <ul style="list-style-type: none"> <li>• <i>Dynamic balance on a line</i></li> <li>• <i>Counter balance with a partner</i></li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• make complex extended sequences</li> <li>• combine action, balance and shape</li> <li>• perform consistently to different audience</li> </ul>	<p><b>REAL PE</b></p> <ul style="list-style-type: none"> <li>• <i>Dynamic balance to agility – jumping &amp; landing</i></li> <li>• <i>Static balance – one leg</i></li> </ul> <p><b>Cross cultural dance</b></p> <ul style="list-style-type: none"> <li>• compose my own dances in a creative way</li> <li>• perform to an accompaniment</li> <li>• My dance shows clarity, fluency, accuracy and consistency</li> </ul>	<p><b>REAL PE</b></p> <ul style="list-style-type: none"> <li>• <i>Static Balance – stance</i></li> <li>• <i>Coordination – footwork</i></li> </ul> <p><b>Tennis/Badminton</b></p> <ul style="list-style-type: none"> <li>• pass in different ways</li> <li>• use forehand and backhand with a racket</li> <li>• choose a tactic for defending and attacking</li> </ul>	<p><b>REAL PE</b></p> <ul style="list-style-type: none"> <li>• <i>Coordination – sending &amp; receiving</i></li> <li>• <i>Agility – ball chasing</i></li> </ul> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• control when taking off and landing</li> <li>• throw with accuracy</li> <li>• combine running and jumping</li> </ul>	
<b>COMPUTING</b>	5.1 Coding	5.2 Online Safety	5.3 Spreadsheets	5.4 Databases	5.5 Game Creator	5.6 3D Modelling	5.7 Concept Maps

<b>RE</b>	<b>5.1 Why are some places and journeys special</b> <ul style="list-style-type: none"> <li>the Western Wall</li> <li>Makkah</li> <li>Christian pilgrimage</li> <li>Sikh pilgrimage</li> </ul>	<b>5.2 Codes for living</b> <ul style="list-style-type: none"> <li>what is a code for living?</li> <li>Christian codes for living</li> <li>Muslim inspirations</li> <li>Jewish ideas of value</li> <li>How do codes for living help the world</li> </ul>	<b>5.3 Forgiveness</b> <ul style="list-style-type: none"> <li>Forgiveness &amp; reconciliation</li> <li>Christian forgiveness &amp; reconciliation (WW II bombing of cities)</li> <li>Saying sorry – does it matter</li> <li>Jesus' teaching on reconciliation</li> </ul>	<b>5.4 Christian covenants</b> <ul style="list-style-type: none"> <li>What is a covenant (Abraham)</li> <li>Prophets of the Old Testament</li> <li>Important leaders of the Abrahamic faiths (Jews, Muslims &amp; Christians)           <ul style="list-style-type: none"> <li>Moses and the Ten Commandments</li> <li>Why is King David important to Jews and Christians</li> <li>The stories of Jesus</li> </ul> </li> </ul>		
<b>PSHE</b>	<p>What positively and negatively affects health and wellbeing; making informed choices; benefits of a balanced diet; different influences on food; skills to make choices. H1/2/3</p> <p>Recognising what they are good at; setting goals; aspirations. Intensity of feelings; managing complex feelings. Coping with change and transition; bereavement and grief H5/6/7/8</p> <p>Strategies for managing personal safety in the local environment; online safety; including sharing images; mobile phone safety. H21/22/24/25</p>	<p>Open the Book</p> <ul style="list-style-type: none"> <li>Christian foundations stories</li> </ul>	<p>Open the Book</p> <ul style="list-style-type: none"> <li>Christian foundations stories</li> </ul>	<p>Open the Book</p> <ul style="list-style-type: none"> <li>Christian foundations stories</li> </ul>		
<b>MFL</b>	<ul style="list-style-type: none"> <li>Recap numbers up to 60</li> <li>2 X table in French</li> <li>Alphabet</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 61 – 70</li> <li>Senses</li> <li>Objects in the playground</li> <li>Christmas songs in French &amp; Christmas vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Recap no.'s 61 – 70</li> <li>Recap alphabet</li> <li>Shops &amp; shopping</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 71 – 80.</li> <li>Sports &amp; activities</li> <li>Extended family</li> </ul>	<ul style="list-style-type: none"> <li>Recap no.'s 71 – 80</li> <li>Connectives</li> <li>Simple conjunctions</li> </ul>	<ul style="list-style-type: none"> <li>Numbers 81 – 90.</li> <li>Recap alphabet – spelling my name.</li> </ul>