







Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.


	Autumn 1 <i>Tomb Raiders</i>	Autumn 2 <i>Wild Waters</i>	Spring 1 & Spring 2 <i>Mexico and the Mayans</i>	Summer 1 <i>Disaster!</i>	Summer 2 <i>Take Action</i>
Unit outcomes	<p>Understand the concept of 'Ancient' by placing the Ancient Egyptians on a timeline in history.</p> <p>Find out about the beliefs of the Ancient Egyptians by looking at factual evidence about the Pyramids, mummies, Hieroglyphics.</p> <p>Look at a range of Egyptian artefacts – what do they tell us about the past?</p> <p>Using maps and atlases to locate Egypt on a map.</p> 	<p>Use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, countries in the continents around the world.</p> <p>Use their understanding to describe how rivers are formed.</p>	<p>Use different sources of research e.g. books, pictures, artefacts, internet to find out about Mexico and the Mayans.</p> <p>Describe and understand the similarities and differences between Mexico and the UK.</p> <p>Describe and understand the terms HUMAN and PHYSICAL geography.</p> <p>Use maps, atlases and globes to name and locate countries and cities of the world.</p> <p>Know where to place the Ancient civilization of the Mayans in time.</p> <p>Describe the legacy of the Ancient Mayan civilization.</p> 	<p>Use maps, atlases, globes and digital/computer mapping to locate volcanoes and fault lines and identify countries that are most severely affected by earthquakes and other natural disasters.</p> <p>Use their understanding of the structure of the earth and the movement of tectonic plates to describe and understand how a volcano is formed and why it erupts.</p> 	<p>The impacts of climate change on our environment and how human activities are contributing towards this</p> <p>How people and communities are affected by climate change</p> <p>What climate change adaptation is and how some communities are adapting to the effects of climate change</p> <p>Different actions which individuals, communities and decision makers can take to respond to climate change</p> <p>What a carbon footprint is and how they can reduce the impact of their own carbon footprints</p> <p>Artists that create artwork that campaign against climate change</p> <p>What they can do to help work against the problem of climate change and to creating a 'Greener' environment for future generations</p>



						
Enrichment Experiences		Planetarium	Samba dance experience? TBC		Bikeability	Formby beach or 1 night residential
British Values and SMSC	Generosity	Compassion	Courage	Forgiveness	Friendship	Respect
English	<p>4 Weeks The Story of Tutankamun- Book Unit (History Link)</p> <p>4 Weeks Curiosity: The Story of the Mars Rover- Book Unit (Science Link)</p> 	<p>4 Weeks Shackleton's Journey- Book Unit (Geography Link)</p> <p>3 Weeks The Tale of Three Brothers- Film/Poetry Unit (Geography Link)</p>	<p>3 Weeks The Man Who Walked Between Two Towers- Book Unit (SMSC Courage Link)</p> <p>4 Weeks The Sleeper and the Spindle</p> <p>3 Weeks The Lost Happy Endings</p> <p>3 Weeks Firebird- Book Unit (Science Link)</p> 	<p>4 Weeks The Lost Thing</p> <p>4 Weeks Hidden Figures</p>	<p>4 Weeks The Tempest- Book Unit (Geography Link)</p> <p>3 Weeks Children of the Benin Kingdom</p>	
Spelling, Grammar and Punctuation	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms? • Can I use passive verbs to affect the presentation of information in a sentence? • Can I use expanded noun phrases to convey complicated information concisely? • Can I use semi-colons or dashes to mark boundaries between independent clauses? • Can I use a colon to introduce a list? • Can I punctuate bullet points consistently? <p>Learning the Grammar for Y5:</p> <p>(5) Can I convert nouns or adjectives into verbs using suffixes e.g. ate, ise, ify?</p> <p>(5) Can I use verb prefixes e.g. dis, de, mis, over and re?</p> <p>(5) Can I use relative clauses beginning with who, which, where, when, whose, that, or with an implied (i.e. omitted) related pronoun</p> <p>(5) Can I use modal verbs or adverbs to indicate degrees of possibility?</p> <p>(5) Can I use devices to build cohesion within a paragraph?(then, after that, this, firstly)</p> <p>(5) Can I link ideas across paragraphs using adverbials of time, place, number or tense choices?</p> <p>(5) Can I use brackets, dashes, or commas to indicate parenthesis?</p> <p>(5) Can I use commas to clarify meaning or avoid ambiguity in writing?</p> <p>Can I use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading?</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I write legibly, fluently and with increasing speed? • Can I choose which shape of a letter to use when given choices and deciding whether or not to join specific letters? • Can I choose the writing implement that is best suited for a task? 					


	<p><u>Spelling</u></p> <ul style="list-style-type: none"> • Can I use further prefixes and suffixes and understand the guidance for adding them? • Can I spell some words with silent letters? (for example, knight, psalm, solemn) • Can I continue to distinguish between homophones and other words which are often confused? • Can I use dictionaries to check the spelling and meaning of words? • Can I use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary? • Can I use a thesaurus? • Can I spell at least 55 words out of the 98 Year 5 and 6 statutory spelling list? 					
Maths	Number: Place Value (wks 1 to 3)	Number: Multiplication and Division (wks 8 to 10)	Number: Multiplication and Division (wks 1 to 3)	Number: Fractions (wks 4 to 10)	Consolidation) (wk 1)	Geometry: Position and Direction (wks 8 to 10)
	Number: Addition and Subtraction (wks 4 to 6)	Measurement: Perimeter and Area (wks 11 to 12)	Number: Fractions (wks 4 to 10)	Number: Decimals and Percentages (wks 10 to 11)	Number: Decimals (wks 2 to 5)	Measurement: Converting Units (wks 10 to 11)
	Statistics (wks 6 to 7)			Consolidation) (wk 12)	Geometry: Properties of Shape (wks 5 to 7)	Measurement: Volume (wk 12)
	<p>Place Value</p> <p>Can I read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit?</p> <p>Can I count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000?</p> <p>Can I interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero?</p> <p>Can I round any number, up to 1,000,000, to the nearest 10, 100, 1000, 10 000 and 100 000?</p> <p>Can I solve number problems and practical problems that involve all of the above?</p> <p>Can I read Roman numerals to 1000 (M) and recognise years written in Roman numerals?</p> <p>Addition & Subtraction</p> <p>Can I add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)?</p>	<p>Multiplication & Division</p> <p>Can I identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers?</p> <p>Can I know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers?</p> <p>Can I establish whether a number up to 100 is prime and recall prime numbers up to 19?</p> <p>Can I multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers?</p> <p>Can I multiply and divide numbers mentally drawing upon known facts?</p> <p>Can I divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context?</p> <p>Can I multiply and divide whole numbers and those involving decimals by 10, 100 and 1000?</p>	<p>Multiplication & Division</p> <p>Can I recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)?</p> <p>Can I solve problems involving multiplication and division including using my knowledge of factors and multiples, squares and cubes?</p> <p>Can I solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign?</p> <p>Can I solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates?</p> <p>Fractions</p> <p>Can I compare and order fractions whose denominators are all multiples of the same number?</p> <p>Can I identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths?</p> <p>Can I recognise mixed numbers</p>	<p>Fractions</p> <p>Can I add and subtract fractions with the same denominator and denominators that are multiples of the same number?</p> <p>Can I multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams?</p> <p>Can I read and write decimal numbers as fractions [e.g. 0.71 = $\frac{71}{100}$]?</p> <p>Decimals and Percentages</p> <p>Can I recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents?</p> <p>Can I round decimals with two decimal places to the nearest whole number and to one decimal place?</p> <p>Can I recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a</p>	<p>Decimals</p> <p>Can I read, write, order and compare numbers with up to three decimal places?</p> <p>Can I solve problems involving number up to three decimal places?</p> <p>Can I use all four operations to solve problems involving measure [e.g. length, mass, volume, money] using decimal notation, including scaling?</p> <p>Geometry: Properties of Shape</p> <p>Can I identify 3-D shapes, including cubes and other cuboids, from 2-D representations?</p> <p>Can I understand that angles are measured in degrees? Can I estimate and compare acute, obtuse and reflex angles?</p> <p>Can I draw given angles, and measure them in degrees (°)?</p> <p>Can I identify angles at a point and one whole turn (total 360°)? Can I identify angles at a point on a straight line and a ½ turn (total 180°)?</p> <p>Can I identify multiples of 90° (right angles) in shapes and turns?</p>	<p>Geometry: Position and Direction</p> <p>Can I identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed?</p> <p>Measurement: Converting Units</p> <p>Can I convert between different units of metric measure (e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)?</p> <p>Can I understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints?</p> <p>Can I solve problems involving converting between units of time?</p> <p>Measurement: Volume</p> <p>Can I estimate volume [e.g. using 1 cm³ blocks to build cuboids</p>

	<p>Can I add and subtract numbers mentally with increasingly large numbers?</p> <p>Can I use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy?</p> <p>Can I solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why?</p>	<p>Measurement: Perimeter and Area</p> <p>Can I measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres?</p> <p>Can I calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes?</p>	<p>and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [e.g. $\frac{2}{5} + \frac{4}{5} = 1\frac{6}{5} = 1\frac{1}{5}$]</p>	<p>decimal?</p> <p>Can I solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25?</p>	<p>Can I use the properties of rectangles to deduce related facts and find missing lengths and angles?</p> <p>Can I distinguish between regular and irregular polygons based on reasoning about equal sides and angles?</p>	<p>(including cubes)] and capacity [e.g. using water]?</p> <p>Statistics</p> <p>Can I solve comparison, sum and difference problems using information presented in a line graph?</p> <p>Can I complete, read and interpret information in tables, including timetables?</p>
Geography	<p>Using maps and atlases to locate Egypt on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate rivers within cities and counties in the UK, countries in the continents around the world.</p> <p>Use their understanding to describe how rivers are formed.</p>	<p>Describe and understand the terms HUMAN and PHYSICAL geography.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate volcanoes and fault lines and identify countries that are most severely affected by earthquakes and other natural disasters.</p> <p>Use their understanding of the structure of the earth and the movement of tectonic plates to describe and understand how a volcano is formed and why it erupts.</p>	<p>The impacts of climate change on our environment and how human activities are contributing towards this</p> <p>How people and communities are affected by climate change</p> <p>What climate change adaptation is and how some communities are adapting to the effects of climate change</p> <p>Different actions which individuals, communities and decision makers can take to respond to climate change</p> <p>What a carbon footprint is and how they can reduce the impact of their own carbon footprints</p> <p>Artists that create artwork that campaign against climate change</p> <p>What they can do to help work against the problem of climate change and to creating a 'Greener' environment for future generations</p>	
		<p>Human and Physical Geography: describe and understand key aspects of: physical geography, including: rivers and mountains.</p>	<p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Human and Physical Geography: describe and understand key aspects of: physical geography, including: climate zones, mountains,</p>		


		human geography, including: types of settlement and land.	<p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>Locational Knowledge Use maps, atlases and globes and digital / computer mapping to locate the main countries in South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. and describe features studied.</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>Human and Physical Geography: describe and understand key aspects of: physical geography, including: climate zones, mountains, volcanoes and earthquakes</p>	volcanoes and earthquakes	
<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including, plans and graphs, and digital technologies. 					
History	Understand the concept of 'Ancient' by placing the Ancient Egyptians on a timeline in history		Use different sources of research e.g. books, pictures, artefacts, internet to find out about Mexico and the Mayans.		
	Find out about the beliefs of the Ancient Egyptians by looking at factual evidence about the Pyramids, mummies, Hieroglyphics.		Describe and understand the similarities and differences between Mexico and the UK.		
	Look at a range of Egyptian artefacts – what do they tell us about the past?		Use maps, atlases and globes to name and locate countries and cities of the world.		
			Know where to place the Ancient civilization of the Mayans in time.		
			Describe the legacy of the Ancient Mayan civilization.		
	<i>The achievements of the earliest civilisations (1/2 term comparison of all 4 and ½ term in depth) Ancient Egypt</i>		<i>A non-European society that provides contrasts with British history – early Islamic civilization, including a study of Mayan c.AD 900</i>		<i>Local History Study?</i>
Science	<p>Earth and space</p> <ul style="list-style-type: none"> 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 		<p>Properties and changes of materials</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 	<p>Living things and their habitats</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. 	

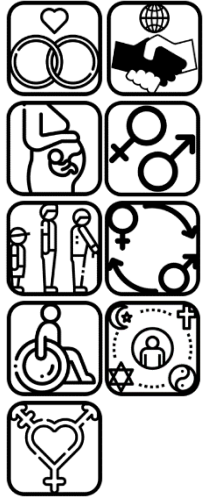
	<ul style="list-style-type: none"> describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall 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. 	<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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic 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>Animals, including humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 			
<p>Working scientifically</p> <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 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>Art & Design</p>	<p>Ancient Egyptian Death Masks</p> <ul style="list-style-type: none"> Sketching portraits in pencil. <p>Designing and making using clay.</p> <p>Space Art – Kandisky and Fiona Jenkins</p> <ul style="list-style-type: none"> Compare and contrast artists. Explore composition. <p>Use different media to create a composition- chalk and paint.</p>	<p>Monarch butterflies</p>				
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> 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. create sketch books to record their observations and use them to review and revisit ideas. 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. 						
<p>Music</p>	<p>Livin' on a prayer</p>	<p>Classroom Jazz 1</p>	<p>Make you feel my love</p>	<p>The Fresh Prince of Bel-Air</p>	<p>Dancing in the street</p>	<p>Reflect, Rewind and Replay</p>
<p><i>Pupils should be taught to</i></p> <ul style="list-style-type: none"> sing and play musically with increasing confidence and control. develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. 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. 						

	<ul style="list-style-type: none"> • 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. 					
D&T	Mechanical systems <i>Making a pop-up book</i>	Structures <i>Bridges</i>	Digital World <i>Monitoring devices</i>	Food <i>What could be healthier?</i> 	Textiles <i>Designing a stuffed toy</i>	Electrical systems <i>Doodlers</i>
	<p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • 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. <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • 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. <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • 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]. • 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. <p><u>Cooking and Nutrition</u></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. 					
RE 	BELIEVING Why do some people believe God exists?	BELIEVING What would Jesus do? Can we live by the values of Jesus in the 21 st Century?	EXPRESSING If God is everywhere, why go to a place of worship?		EXPRESSING What does it mean to be a Muslim in Britain today?	
Computing	Computing systems and networks – Sharing information To explain that computers can be connected together to form	Creating media – Video editing To explain what makes a video effective	Programming A – Selection in physical computing To control a simple circuit connected to a computer	Data and information – Flat-file databases To use a form to record information	Creating media – Vector drawing To identify that drawing tools can be used to produce different outcomes	Programming B – Selection in quizzes To explain how selection is used in computer programs

	<p>systems</p> <p>To recognise the role of computer systems in our lives</p> <p>To recognise how information is transferred over the internet</p> <p>To explain how sharing information online lets people in different places work together</p> <p>To contribute to a shared project online</p> <p>To evaluate different ways of working together online</p>	<p>To identify digital devices that can record video</p> <p>To capture video using a range of techniques</p> <p>To create a storyboard</p> <p>To identify that video can be improved through reshooting and editing</p> <p>To consider the impact of the choices made when making and sharing a video</p>	<p>To write a program that includes count-controlled loops</p> <p>To explain that a loop can stop when a condition is met</p> <p>To explain that a loop can be used to repeatedly check whether a condition has been met</p> <p>To design a physical project that includes selection</p> <p>To create a program that controls a physical computing project</p>	<p>To compare paper and computer-based databases</p> <p>To outline how grouping and then sorting data allows us to answer questions</p> <p>To explain that tools can be used to select specific data</p> <p>To explain that computer programs can be used to compare data visually</p> <p>To apply my knowledge of a database to ask and answer real-world questions</p>	<p>To create a vector drawing by combining shapes</p> <p>To use tools to achieve a desired effect</p> <p>To recognise that vector drawings consist of layers</p> <p>To group objects to make them easier to work with</p> <p>To evaluate my vector drawing</p>	<p>To relate that a conditional statement connects a condition to an outcome</p> <p>To explain how selection directs the flow of a program</p> <p>To design a program which uses selection</p> <p>To create a program which uses selection</p> <p>To evaluate my program</p>
<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • 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. • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • 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. • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 						
<p>PE</p> 	<p>Swimming</p> <p>Health and Fitness</p>	<p>Swimming</p> <p>Games – Netball</p>	<p>Gymnastics</p> <p>Dance – Pirates</p>	<p>Dance – Rainforest</p> <p>Games – Football</p>	<p>Rhythmic Gymnastics</p> <p>Athletics</p>	<p>Striking & Fielding – Rounders/cricket</p> <p>Net Games – Tennis</p>
<p><i>Pupils should continue to apply 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</i></p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>Swimming and water safety - All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</i></p>						

- swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

	(Language Angels) Phonetics lesson 3 (C) Do you have a pet? (I)	(Language Angels) What is the date? (I)	(Language Angels) The weather (I)	(Language Angels) The Romans (I)	(Language Angels) Habitats (P)	(Language Angels) The Weekend (P)
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding. • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures. • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing. • appreciate stories, songs, poems and rhymes in the language. • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. • write phrases from memory, and adapt these to create new sentences, to express ideas clearly. • describe people, places, things and actions orally* and in writing Languages – key stage 2 3. <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>					

PSHE& RSHE 	Relationships			Living in the wider world			Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM	

