

Year 5 2020-2021						
Enrichment	All About Me Whole School Museum	What did they do for me? Produce and publish a book	From Local to Global Whole School Information Centre	Time Travellers Performance	Show What You Grow Whole School Picnic/Farmers Market	Heal the World
<p><b>Y4 CEW Catch Up:</b> Consider, difficult, experience, forward, forwards, occasion, occasionally, position, ordinary, regular.</p> <p><b>Autumn</b> Warrington Museum and local walk</p> <p>Virtual digi pack from Warrington museum.</p> <p><b>Spring</b> Jodrell Bank or Formby beach – field work.</p> <p>Planetarium?</p> <p><b>Summer</b> Synagogue or Gurdwara?</p> <p>Maya archaeologist – recap Maya learning?</p>	<p><b>English:</b> Street Child</p> <p><u>Final Outcome</u> Fiction: Diary entry <u>Incidental writing:</u> Character description Setting description Discussion</p> <p><u>Mastery Focus</u> Relative clauses Modal verbs Sentence openers – ed clauses, prepositional clauses, ing verbs. Adverbials of time.</p> <p><u>Incidental Focus</u> Expanded noun phrases Similes Fronted adverbials</p> <p><b>CEW:</b> accommodate, category, determined, forty, marvellous, programme, soldier, ancient, conscience, equipment, identity, occupy, restaurant, temperature, awkward, curiosity, sincere.</p> <p><u>Whole class guided read:</u> Cogheart by Peter Bunzl.</p> <p><b>Oak Academy Units:</b> Mixed Outcomes: How to train your dragon (40 lessons) Reading: Street Child (5 lessons)</p>	<p><b>English:</b> Hermelin</p> <p><u>Final Outcome:</u> Fiction – Flashback narrative Non-Fiction – Newspaper report</p> <p><u>Incidental writing:</u> Description – from POV of main character. Diary entry</p> <p><u>Mastery Focus</u> Relative clauses Using verb forms correctly. Use punctuation to indicate direct speech.</p> <p><u>Incidental Focus</u> Modal verbs Adverbials to aid cohesion. Commas to clarify meaning.</p> <p><b>CEW:</b> accompany, cemetery, develop, frequently, mischievous, pronunciation, stomach, apparent, conscious, equipped, immediate, occur, rhyme, thorough, explanation, language, bruise.</p> <p><u>Whole class guided read:</u> Holes by Louis Sachar</p> <p><b>Oak Academy Units:</b> Narrative: The Highwayman (25 lessons) Persuasion: School Uniform (10 lessons)</p>	<p><b>English:</b> The darkest dark</p> <p><u>Final Outcome:</u> Fiction - Recount Non-fiction: Biography on Chris Hadfield.</p> <p><u>Incidental writing:</u> Setting description Characterisation Information texts Direct Speech</p> <p><u>Mastery Focus</u> Use of brackets and dashes to indicate parenthesis Presentational devices to structure texts. Adverbials of time, number and place to link paragraphs.</p> <p><u>Incidental focus</u> Noun Phrases Cohesion Relative clauses Inverted commas</p> <p><b>CEW:</b> according, committee, dictionary, government, muscle, queue, sufficient, appreciate, controversy, especially, immediately, opportunity, rhythm, twelfth, prejudice, signature, desperate.</p> <p><u>Whole class guided read:</u> Cosmic - Frank Cottrell Bryce</p> <p><b>Oak Academy Units:</b> Narrative: Oliver Twist (30 lessons) Biographical Writing: Inspirational Figures (10 lessons)</p>	<p><b>English:</b> The Hunter</p> <p><u>Final Outcome:</u> Fiction: Journey narrative Non-Fiction: Persuasive letter to a film director</p> <p><u>Incidental writing:</u> Letter 1<sup>st</sup> and 3<sup>rd</sup> person recounts Information texts</p> <p><u>Mastery Focus</u> Adverbs of possibility Text cohesion using adverbial phrases and tense choices. Modal verbs Relative clauses</p> <p><u>Incidental focus</u> Subordinate clauses Using commas to clarify meaning and avoid ambiguity.</p> <p><b>CEW:</b> achieve, communicate, disastrous, guarantee, necessary, recognise, suggest, attached, convenience, exaggerate, individual, parliament, sacrifice, variety, yacht, bargain, foreign.</p> <p><u>Whole class guided read:</u> Running wild – Michael Morpurgo</p> <p><b>Oak Academy Units:</b> Narrative: The Piano (15 lessons) Narrative: Macbeth (20 lessons)</p>	<p><b>English:</b> Manfish</p> <p><u>Final Outcome:</u> Fiction: Biography using poetry Non-fiction: Non-Chronological report: Animals</p> <p><u>Incidental writing:</u> Recount Spine poem Setting description</p> <p><u>Mastery Focus</u> Parenthesis Similes, metaphors, personification and alliteration Relative clauses</p> <p><u>Incidental focus</u> Cohesion Adverbials of number and tense Modal verbs</p> <p><b>CEW:</b> aggressive, community, embarrass, harass, neighbour, recommend, symbol, available, correspond, excellent, interfere, persuade, secretary, vegetable, definite, familiar, lightning.</p> <p><u>Whole class guided read:</u> The Explorer by Katherine Rundell</p> <p><b>Oak Academy Units:</b> NC Report: Wildcats (15 lessons) reading: The Witches (5 lessons)</p>	<p><b>English:</b> Lost Happy Endings</p> <p><u>Final Outcome:</u> Fiction: Innovation of a fairy-tale Non-Fiction: Explanation text: fairy tale origins</p> <p><u>Incidental Writing:</u> Forest Poetry Poetry for performance</p> <p><u>Mastery Focus</u> Adverbs of possibility Adverbials of tense, time, number and place. Text cohesion Personification</p> <p><u>Incidental Focus</u> Noun phrases Prepositions Similes, metaphors, and onomatopoeia</p> <p><b>Y5 objective – Perform a composition</b></p> <p><b>CEW:</b> amateur, competition, environment, hindrance, nuisance, relevant, system, average, criticise, existence, interrupt, physical, shoulder, vehicle, leisure, privilege, profession, sincerely.</p> <p><u>Whole class guided read:</u> The Explorer by Katherine Rundell</p> <p><b>Oak Academy Units:</b> Poetry: The Listeners (5 lessons) Reading: Holes (5 lessons)</p>

	<p><b>Maths:</b>  <u>Unit 1: Place value within 100,000</u>  <b>8 Lessons</b>  WRM R: Place Value (3 lessons)  <u>Unit 2: Place value within 1,000,000</u>  8 Lessons  <u>Unit 3: Addition and subtraction</u>  10 Lessons  WRM R: Add/Subtract(4 lessons)</p>	<p><b>Maths:</b>  <u>Unit 4: Graphs and tables</u>  5 Lessons  WRM R: Graphs and Tables (3 lessons)  <u>Unit 5: Multiplication and division (1)</u>  <b>10 Lessons</b>  WRM R: Multiplication and Division (8 lessons)  <u>Unit 6: Measure - area and perimeter</u>  7 Lessons</p>	<p><b>Maths:</b>  <u>Unit 7: Multiplication and division (2)</u>  <b>11 Lessons</b>  <u>Unit 8: Fractions (1)</u>  8 Lessons  WRM R: Fractions (4 lessons)  <u>Unit 9: Fractions (2)</u>  12 Lessons</p>	<p><b>Maths:</b>  <u>Unit 10: Fractions (3)</u>  <b>7 Lessons</b>  <u>Unit 11: Decimals and percentages</u>  12 Lessons</p>	<p><b>Maths:</b>  <u>Unit 12: Decimals</u>  15 Lessons  <u>Unit 13: Geometry - properties of shapes (1)</u>  7 Lessons  WRM R: Shape(3 lessons)  WRM R: Angles (4 lessons)  <u>Unit 14: Geometry - properties of shapes (2)</u>  5 Lessons  <u>Unit 15: Geometry - position and direction</u>  4 Lessons  WRM R: Position and Direction (2 lessons)</p>	<p><b>Maths:</b>  WRM R: Measure (4 lessons)  <u>Unit 16: Measure - Converting units</u>  10 Lessons  <u>Unit 17: Measure - volume and capacity</u>  4 Lessons</p>
	<p><b>Science:</b></p> <p style="text-align: center;"><u>Forces</u></p> <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> </ul> <p><u>Working scientifically</u>  Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</p> <p><u>Type of enquiry - Comparative and fair testing</u></p> <p><u>Links to prior learning</u>  Link to Y3  Forces and magnets  Observation and grouping of magnets and the understanding of what a force is and how forces connect with two objects.</p> <p><b>Oak Academy Unit:</b></p>	<p><b>Science:</b></p> <p style="text-align: center;"><u>Mechanisms</u></p> <p>/www.schoolsofkingedwardvi.co.uk/ks2-science-year-5-5c-forces-simple-machines/</p> <ul style="list-style-type: none"> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><u>Working scientifically</u>  Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p><u>Type of enquiry - Identifying and classifying</u></p> <p><u>Links to prior learning</u>  Link to Y5  Forces Science topic.  Pulleys and gears DT topic.</p>	<p><b>Science:</b></p> <p style="text-align: center;"><u>Earth and Space</u></p> <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> <p><u>Working scientifically</u>  Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p><u>Type of enquiry - Pattern seeking</u></p>	<p><b>Science:</b></p> <p style="text-align: center;"><u>Materials – properties: reversible/irreversible</u></p> <p>www.bbc.com/bitesize/articles/z9brcwx</p> <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,</li> </ul>	<p><b>Science:</b></p> <p style="text-align: center;"><u>Life Cycles/Processes</u>  <u>Missed Year 4 Objective:</u></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  <i>(Use the above objectives as a hook/starter lesson)</i></li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <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> </ul> <p><u>Working Scientifically</u>  Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p><b>Science:</b></p> <p style="text-align: center;"><u>Animals and humans – changing bodies</u></p> <p>2021 – NO PUBERTY TALK.</p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul> <p><u>Working Scientifically:</u>  SPEAK TO LISA J ABOUT WORKING WITH CHICKS</p> <p>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.</p> <p><u>Type of enquiry - Pattern Seeking, Observation over time</u></p> <p><u>Links to prior learning</u>  Link to Y2 Humans  How offspring grow into adults.</p>

	<p><b>Forces (6 lessons)</b></p>		<p><u>Links to prior learning</u>  <a href="#">Link to Y2 Significant people</a>  Neil Armstrong  <a href="#">Link to Y3 Light and sound</a>  Light and dark  How shadows are formed  <a href="#">Link to Y5 The darkest dark</a>  English topic</p> <p><b>Oak Academy Unit:</b>  <b>Earth and Space (6 lessons)</b></p>	<p>sieving and evaporating.</p> <ul style="list-style-type: none"> <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 change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p><u>Working scientifically</u>  Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision.</p> <p><u>Type of enquiry -</u>  <b>Observation over time</b></p> <p><u>Links to prior learning</u>  <a href="#">Link to Y1 Everyday materials</a>  Identifying and grouping of everyday materials. Describing simple properties.  <a href="#">Link to Y2 Identifying and classifying everyday materials.</a>  Suitability of materials for</p>	<p><u>Type of enquiry -</u> Research - life cycles of animals, Jane Goodall</p> <p><u>Identifying and Classifying - similarities and differences in life cycles.</u></p> <p><u>Links to prior learning</u>  <a href="#">Link to Y2 Humans – lifecycles.</a>  How offspring grow to adults.  <a href="#">Link to Y3 Plants</a>  Life cycle of plants including pollination, seed formation and seed dispersal.</p>	
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See bbc bitesize for coastal erosion	<p><b>History/Geography:</b>  <u>'How Warrington town changed since the Victorian era?.'</u>  <i>(This extends children's chronological knowledge beyond 1066)</i></p> <p><a href="#">What was Warrington life like in the Victorian Era? (Enquiry Qu changed Nov'2021)</a></p> <ul style="list-style-type: none"> <li>• Use sources of evidence</li> <li>• Identify continuity and change in the history of the location of school</li> <li>• Describe the main changes in a period of history (Social/religious/ technological )</li> <li>• Identify periods of rapid change and contrast</li> <li>• Understand concepts of continuity and change over time</li> <li>• Use literacy, numeracy and computing skills in order to communicate information about the past</li> <li>• Use original ways to present information and ideas.</li> </ul>	<p><b>History/Geography:</b>  <u>Crime and Punishment- Changes in society to modern day</u></p> <p><a href="#">What do we mean by crime and punishment and what have been some of its main features over time?</a></p> <ul style="list-style-type: none"> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>• Describe the main changes in a period of history</li> <li>• Use sources of evidence to deduce information about the past</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> </ul> <p><u>Cross Curricular:</u></p>	<p><b>History/Geography:</b>  <u>Map Skills: From Local to Global!</u></p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Name and locate cities in the United Kingdom and geographical regions.</li> <li>• Locate European countries and major cities.</li> </ul> <p><u>Regions-</u> North West  <u>Counties-</u> 9 counties in NW  <u>Cities-</u> Cardiff, Belfast, London, Edinburgh, Liverpool, Manchester</p> <p><u>Skills-</u></p> <ul style="list-style-type: none"> <li>• Use globes, atlases, maps and digital maps to locate places</li> <li>• Use 4 and 6 figure grid references, symbols and key to build their knowledge of the UK</li> </ul> <p><a href="#">Links to prior learning.</a>  <a href="#">Link to y1.</a></p>	<p><b>History/Geography:</b>  <u>Mayan Civilisation:</u>  <a href="#">Are the Maya just like us?</a></p> <ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and child</li> </ul> <p><a href="#">Links to prior learning</a>  <a href="#">Link to Y2 Rainforests</a>          Human and physical features and weather.  <a href="#">Link to Y5</a>  <a href="#">Science link – Plants and animals</a></p> <p><b>Oak Academy Unit:</b>  <b>North America (4 lessons)</b>  <b>South America (4 lessons)</b></p> <p><b>Substantive concepts</b></p> <p><b>Umbrella Concept:Wider World</b></p>	<p><b>History/Geography:</b>  <u>North America</u></p> <p><a href="#">Where is North America and what are their environmental regions?</a></p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• To locate the world's countries, using maps to focus on North America.</li> <li>• Name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn and describe their characteristics</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand similarities and differences through a study of a human and physical geography of a region of North America.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Describe geographical diversity across the world.</li> <li>• Human geography – settlements, land use, economic activity, trade links etc.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use globes and maps and some symbols on</li> </ul>	<p><b>History/Geography:</b></p> <p><b>Regional Geography: Coastal Erosion – Formby/Crosby</b></p> <p><a href="#">What problems might we face from living near Formby and Crosby beach?</a></p> <p><a href="https://www.nationaltrust.org.uk/formby/features/shifting-shores-at-formby#">https://www.nationaltrust.org.uk/formby/features/shifting-shores-at-formby#</a></p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Name and locate counties and cities of the UK, geographical regions and their identifying human and characteristics, key topographical features, including coasts, and land use.</li> <li>• To understand how some of these have changed over time.</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences in a region of the UK (Merseyside)</li> </ul>

	<p><u>Cross Curricular:</u> Letter - Living in Bridge Street then</p> <p><u>Links to prior learning</u> <a href="#">Link to Y1 Homes</a> Types of housing in local area <a href="#">Link to Y2 Local area</a> Geography of school area and local area walk. <a href="#">Link to Y3 Geography – Our changing town.</a> Importance of River Mersey, Industrial Revolution and Manchester Ship Canal.</p> <p><b>Substantive concepts</b></p> <p><b>Umbrella Concept:</b>Local History</p> <p><b>Underpinning Concepts:</b> C:ommunity Monarchy Change and continuity</p>	<p>Explanation text of the different punishments.</p> <p><u>Links to prior learning</u> <a href="#">Link to Y4</a> Roman Empire Anglo-Saxons Vikings</p> <p><b>Substantive concepts</b></p> <p><b>Umbrella Concept:</b>Britain's Past</p> <p><b>Underpinning Concepts:</b> Society Change and continuity</p>		<p><b>Underpinning Concepts:</b>civilisation Society Cause and consequence</p>	<p>maps to locate continents</p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes and digital mapping to locate regions and describe features studied.</li> <li>Interpret a range of geographical sources</li> </ul> <p><u>Cross Curricular:</u></p> <p><u>Links to prior learning</u></p> <p><b>Links to year 1- Continents and Oceans</b></p> <p><a href="#">Link to year4-</a> Name and locate the equator, northern hemisphere, southern hemisphere, The tropics of Cancer and Capricorn and describe their characteristics <a href="#">Link to Y5</a> Maya</p>	<p><b>Human and Physical knowledge</b></p> <ul style="list-style-type: none"> <li>Identifying human and physical characteristics, and understand how some of these aspects have changed over time.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions</li> <li>Give reasons for the impact of geographical influences and effects on people and the environment</li> </ul> <p><u>Cross Curricular:</u> Comparative text</p> <p><u>Links to prior learning</u> <a href="#">Link to Y3 Fossils and rocks</a> Types/properties of rocks. <a href="#">Link to Y4 Rivers</a> Water cycle, rivers eroded into valleys. <a href="#">Link to Y3/4- Region- North West</a> County- Merseyside</p> <p><b>Oak Academy Unit:</b></p>
	<p><b>RE: Islam –</b> Should religious teachings affect our laws today?</p>	<p><b>RE: Christianity –</b> What different types of writing and stories are important to Christianity?</p>	<p><b>RE: Christianity –</b> What guidance should we follow?</p>	<p><b>RE: Christianity -</b> Jesus - What do religious texts and teachings say about God and human lives?</p>	<p><b>RE: Judaism -</b> What can we learn from the way Jews treat their scriptures?</p>	<p><b>RE: Sikh -</b> Why do people follow sacred books?</p>

	<p><b>Oak Academy Unit:</b></p> <p><b>Islam (10 lessons)</b> <i>Located in Y4</i></p>					
	<p><b>Art/DT:</b></p> <p><b>Drawing skills-</b> 'Warrington through a window' - (linked to history) victorian buildings- cheshire lines, golden gates, fish market to modern buildings and sculpture- the skittles, Warrington new market</p> <p><b>Key artist-Stephen Wiltshire</b> <b>Victorian snowflakes-</b> <b>Thomas Glazebrook Rylands – 1818 – 1900 (of Highfields, Thelwall)</b></p> <p>Use line, tone and shade.</p> <p>Develop close observation skills using a variety of viewfinders.</p> <p>Begin to use perspective in drawings.</p> <p>Begin to develop an awareness of composition, scale and proportion in drawings e.g. foreground, middle and background</p>	<p><b>Arts/DT:</b></p> <p><b>Street art-</b></p> <p><b>Key artist studies- Banksy, Keith Haring</b></p> <p>Pulleys and Gears</p> <p>DT Project (Cross- curricular link with Science)</p>	<p><b>Arts/DT:</b></p> <p>key artist study and painting unit- Peter Thorpe- linked to science space unit</p> <p>Sketch before painting to combine line and colour.</p> <p>Choose a type of paint for their qualities and fit for purpose.</p> <p>Use brush techniques to add texture.</p> <p>Develop a personal style of painting based upon ideas of studied artists.</p>	<p><b>Art/DT:</b></p> <p>Food- Celebrating culture and seasonality- history link (Mayan inspired food)</p> <p>Mayan artwork</p>	<p><b>Art/DT:</b></p> <p><b>North American inspired artwork</b></p> <p>Select and use a range of materials independently for a specific outcome.</p> <p>Add collage to painted, printed or drawn background.</p> <p>Mix textures and techniques when creating collages- rough, smooth, plain, patterned, overlapping and over laying etc</p> <p>Combine visual and tactile qualities.</p>	<p><b>Art/DT:</b></p> <p><b>Antony Gormly- Iron men- Crosby beach</b></p> <p>Sculpture- Recognise sculptural forms in the environment</p> <p>Use recycled, natural or man-made materials to create sculptures</p> <p>Include texture that conveys feelings, expression or movement</p> <p>Create own sculpture in the style of a studied artist</p> <p><b>textiles- DT -</b></p>
	<p><b>Computing:</b></p> <p>Online Safety</p>	<p><b>Computing:</b></p> <p>Coding</p>	<p><b>Computing:</b></p> <p>game creator</p>	<p><b>Computing:</b></p> <p>Spreadsheets</p>	<p><b>Computing:</b></p> <p>Databases</p>	<p><b>Computing:</b></p> <p>Logo</p>
	<p><b>PE:</b></p> <p><b>Hockey (Quicksticks)</b> (Invasion game, sending and receiving) Play competitive games.</p> <p><b>Real PE Unit 1 (Cognitive)</b> FUNS: 9 - Coordination - ball skills 12 - Agility - Reaction/Response</p>	<p><b>PE:</b></p> <p><b>Kwik Cricket</b> (Striking and fielding) Play competitive games.</p> <p><b>Real PE Unit 6 (Personal)</b> FUNS: 8 - Coordination - with equipment 11 - Agility - Ball chasing</p>	<p><b>PE:</b></p> <p><b>Swimming</b> <b>Build in Dance in Real PE sessions.</b> (Creative steps - Push, pull, go) Perform a range movement through dance.</p> <p><b>Real PE Unit 3 (Social)</b> FUNS: 5 - Dynamic balance 7 - Counter balance</p>	<p><b>PE:</b></p> <p><b>Swimming</b> <b>Build in Gymnastics in Real PE sessions.</b> Develop balance, flexibility, agility and coordination.</p> <p><b>Real PE Unit 2 (Social)</b> FUNS: 2 - Static balance 3 - Seated balance</p>	<p><b>PE:</b></p> <p><b>Badminton</b> (Net and wall) Develop flexibility, strength, technique, control and balance.</p> <p><b>Real PE Unit 4 (Physical)</b> FUNS: 1 - Static balance (One leg standing) 6 - Dynamic balance to agility</p>	<p><b>PE:</b></p> <p><b>Athletics</b> (Track and field) Develop agility, coordination, strength, technique, fitness, running, throwing and jumping.</p> <p><b>Real PE Unit 5 (Health and fitness)</b> FUNS: 4 - Static balance (static balance)</p>

						10 - Coordination (floor movement patterns)
	<p><b>PSHE: Health and wellbeing</b></p> <p>How can we help in an accident or emergency?</p>	<p><b>PSHE: Living in the wider world</b></p> <p><b>What decisions can people make with money?</b></p> <p>Anti-Bullying Week (Nov)</p>	<p><b>PSHE: Relationships</b></p> <p><b>How do we treat each other with respect?</b></p>	<p><b>PSHE:</b></p> <p>Drug Awareness</p> <p>Exercise and Diet</p>	<p><b>PSHE:</b></p> <p>Living in the wider world</p> <p>What jobs would we like?</p>	<p><b>PSHE: Health and wellbeing</b></p> <p>How we will grow and change</p> <p>2021 – TRANSITION NO PUBERTY TALK.</p>
	<p><b>French:</b></p> <p>My school/Your school (subjects, likes and dislikes)</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1488&amp;t=Summer+2">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1488&amp;t=Summer+2</a></p>	<p><b>French:</b></p> <p>Where I live (buildings and places of interest)</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1495&amp;t=Autumn+2">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1495&amp;t=Autumn+2</a></p>	<p><b>French:</b></p> <p>New Year</p> <p>Healthy Eating (Shopping at the market)</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1496&amp;t=Spring+1">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1496&amp;t=Spring+1</a></p>	<p><b>French:</b></p> <p>Carnival</p> <p>Colours</p> <p>Clothes (fashion shows)</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1498&amp;t=Spring+2">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1498&amp;t=Spring+2</a></p>	<p><b>French:</b></p> <p>Weather and countries (weather forecasts)</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1499&amp;t=Summer+1">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1499&amp;t=Summer+1</a></p>	<p><b>French:</b></p> <p>Going to the beach</p> <p><a href="https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1497&amp;t=Summer+2">https://pln.myvle.co.uk/files/sc3490/websites/lspace_47/?page=1497&amp;t=Summer+2</a></p>