

## Autumn 1 (Cycle A): Time Travel – Ancient Greece

| Subject                     | NC link                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Declarative knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Procedural knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| History (A)<br>Phase: 5/6   | Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.                                                                                                                                                                                                                                                                                                                                                       | <u>The Ancient Greeks</u> <ul style="list-style-type: none"> <li>I know whom Alexander the Great was.</li> <li>I know the size of the Ancient Greek Empire in contrast to modern-day Greece.</li> <li>I know what AD and BC mean.</li> <li>I know key events of the Ancient Greek Empire and era.</li> <li>I know the story of the Trojan Horse.</li> <li>I know democracy started in Athens.</li> <li>I know the Olympics started in Ancient Greece and how the events that are competed have changed.</li> </ul>                                                                             | <u>The Ancient Greeks</u> <ul style="list-style-type: none"> <li>I can describe what the culture was like during the Ancient Greek period.</li> <li>I can describe the main attitudes and beliefs of men, women and children during the Greek period.</li> <li>I can describe the main social and political changes during the Greek period.</li> <li>I can create my own timeline of key events during the Greek period and describe chronology and change.</li> <li>I can use artefacts and sources of evidence to find out about the Greek period.</li> </ul>                                                                                                                                                                                                                                                                                                    |
| Art (A)<br>Phase: 5/6       | Pupils should be taught: to improve their mastery of art and design techniques, including sculpture with a range of materials.                                                                                                                                                                                                                                                                                                                                                        | <u>Creating Greek Pottery</u> <ul style="list-style-type: none"> <li>I know how Peter Voulkos created his work.</li> <li>I know how Ancient Greek pottery was made.</li> <li>I know the relevance of the decorations on Ancient Greek pottery.</li> <li>I know the names of tools to work with clay.</li> </ul>                                                                                                                                                                                                                                                                                | <u>Creating Greek Pottery</u> <ul style="list-style-type: none"> <li>I can choose and use suitable tools to carve and add shapes, texture and pattern.</li> <li>I can develop skills using clay, including slabs, coils, slips etc.</li> <li>I can create sculpture and constructions with increasing independence.</li> <li>I can evaluate different modelling materials.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Science (A)<br>Phase: 5/6   | <u>Year 5</u><br>Pupils should be taught to: <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> | <u>Year 5 - Forces</u> <ul style="list-style-type: none"> <li>I know that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>I know about the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>I know that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>                                                                                                                               | <u>Year 5 - Forces</u> <ul style="list-style-type: none"> <li>I can plan different types of enquiry to answer questions and choose the most appropriate equipment.</li> <li>I can recognise and control variables, where necessary.</li> <li>I can take measurements to collect data, using a range of scientific equipment with increasing accuracy and precision.</li> <li>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</li> <li>I can report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms).</li> <li>I can use simple models to describe scientific ideas.</li> <li>I can use results to identify when further tests and observations might be needed.</li> </ul> |
| Computing (A)<br>Phase: 5/6 | Pupils should be taught to: <ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>                                                                                                                                                                                                                                | <u>Year 5: E-Safety and basic skills</u> <ul style="list-style-type: none"> <li>I know what my personal log on and password are and how to log on.</li> <li>I know which online games and sites are appropriate for my age.</li> <li>I know how to keep my personal information safe and secure.</li> <li>I know the safety and reporting features of major sites such as Facebook, Google and Youtube.</li> <li>I know how to use a keyboard effectively to type.</li> <li>I know how to save images from the internet.</li> <li>I know how to save documents in relevant folders.</li> </ul> | <u>Year 5: E-Safety and basic skills</u> <ul style="list-style-type: none"> <li>I can protect my password and other personal information and explain why this is important.</li> <li>I can talk about the dangers of spending too long online or playing a game.</li> <li>I can explain the importance of communicating kindly and respectfully.</li> <li>I can discuss the importance of choosing an age-appropriate website or game.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Music (A)<br>Phase: 5/6     | Pupils should be taught to: <ul style="list-style-type: none"> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>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.</li> </ul>                                                                                                         | <u>Living on a Prayer</u> <ul style="list-style-type: none"> <li>I know the names of historical and modern composers / performers.</li> <li>I know the words to 'Living on a Prayer'.</li> <li>I know instruments used in most rock songs.</li> <li>I know actions to accompany the performance of 'Living on a Prayer'.</li> <li>I know the importance of warming up my voice to keep it safe.</li> </ul>                                                                                                                                                                                     | <u>Living on a Prayer</u> <ul style="list-style-type: none"> <li>I can listen to a variety of music from all over the world, different times and traditions and discuss their place in history.</li> <li>I can confidently recognise/ identify different style indicators and different instruments and their sounds.</li> <li>I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music.</li> <li>I can find the pulse and recognise when in or out of time.</li> <li>I can use musical words / language to describe the music we listen to and my feelings towards it.</li> <li>I can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.</li> </ul>                                                                                      |

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| <p>Physical Ed. (A)<br/>Phase: 5/6</p>  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>           | <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I know the 5 basic jumps – tuck, star, straddle, straight one-legged jump.</li> <li>• I know what a sequence is.</li> <li>• I know basic balances.</li> <li>• I know basic travelling steps.</li> <li>• I know basic turning steps.</li> </ul> <p><u>Games – Football – Year 5</u></p> <ul style="list-style-type: none"> <li>• I know the rules of football.</li> <li>• I know how to pass using the inside and outside of my foot.</li> <li>• I know how to control the ball.</li> <li>• I know how to tackle and defend appropriately.</li> </ul> <p><u>Year 6</u><br/>Rugby delivered by coach from Archbishop Sentamu Academy.</p> | <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• I can demonstrate the 5 basic jumps – tuck, star, straddle, straight one-legged jump.</li> <li>• I can perform basic movements with fluency and control.</li> <li>• I can demonstrate that a sequence contains elements of all categories of movement i.e. travel, turn, jump and balance.</li> <li>• I can adapt and transfer work from floor to apparatus.</li> </ul> <p><u>Games – Football – Year 5</u></p> <ul style="list-style-type: none"> <li>• I can work cooperatively: passing, receiving and signalling, playing with increasing confidence in a variety of game formations.</li> <li>• I can pass confidently with the inside, the front and outside of the foot.</li> <li>• I can demonstrate increasing control when dribbling with the feet.</li> <li>• I can consistently apply attacking and defending principles.</li> </ul> |
| <p>Religious Ed. (A)<br/>Phase: 5/6</p> | <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• explore how people express their beliefs through personal symbols and artefacts</li> <li>• investigate the significance of religious festivals and rituals</li> </ul>                                                                                                      | <p><u>Expressions of faith 5.1</u></p> <ul style="list-style-type: none"> <li>• I know how artefacts and symbols express the beliefs of two different faith members e.g. Rangoli patterns, Diya lamps, Aum sign, Prayer beads, hymns, Poems and art work</li> <li>• I know the way participating in a festival may impact on the life of a faith member e.g. Diwali, Christmas, Hannukah.</li> </ul>                                                                                                                                                                                                                                                                                                      | <p><u>Expressions of faith 5.1</u></p> <ul style="list-style-type: none"> <li>• I can explain how believers may express themselves through symbols and artefacts</li> <li>• I can reflect and share how religious celebrations have an impact on the community</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p>PSHE (A)<br/>Phase: 5/6</p>          | <p>Jigsaw</p>                                                                                                                                                                                                                                                                                                                             | <p><u>Year 5 – Being Me In My World</u></p> <ul style="list-style-type: none"> <li>• I know what I value most about my school and can identify my hopes for this school year.</li> <li>• I know my rights and responsibilities as a British citizen and how my actions affect me and others.</li> <li>• I know how an individual's behaviour can impact on a group.</li> <li>• I know how democracy and having a voice benefits the school community and know how to participate in this.</li> </ul>                                                                                                                                                                                                      | <p><u>Year 5 – Being Me In My World</u></p> <ul style="list-style-type: none"> <li>• I can face new challenges positively and know how to set personal goals.</li> <li>• I can empathise with people in this country whose lives are different to my own.</li> <li>• I can make choices about my own behaviour because I understand how rewards and consequences feel.</li> <li>• I can contribute to the group and understand how we can function best as a whole.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Spanish (MFL) (A)<br/>Phase: 5/6</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• listen attentively to spoken language and show understanding by joining in and responding</li> <li>• speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• develop accurate pronunciation and intonation</li> </ul> | <p><u>Year 5 - Animals</u></p> <ul style="list-style-type: none"> <li>• I know the names of animals learnt in Y3 and 4 new ones.</li> <li>• I know basic classroom instructions.</li> <li>• I know how to use a bilingual Spanish-English dictionary.</li> <li>• I know how to respond to a Spanish story and poem.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                            | <p><u>Year 5 - Animals</u></p> <ul style="list-style-type: none"> <li>• I can listen for specific words and phrases.</li> <li>• I can read and understand a range of familiar written phrases.</li> <li>• I can memorise and present a short spoken text.</li> <li>• I can follow a short familiar text, listening and reading at the same time.</li> <li>• I can identify a different writing system.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

## Autumn 2 (Cycle A): Planet Earth - Natural disasters

| Subject                     | NC link                                                                                                                                                                                                                                         | Declarative knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Procedural knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Geog. (A)<br>Phase: 5/6     | Pupils should be taught to: <ul style="list-style-type: none"> <li>describe and understand key aspects of physical geography, including: climate zones, mountains, volcanoes and earthquakes.</li> </ul>                                        | <u>Global – Natural Disasters</u> <ul style="list-style-type: none"> <li>I know what a map is used for</li> <li>I know the terms country, continent, city and vocabulary pertaining to physical geography</li> <li>I know what a fault line is</li> <li>I know what a tectonic plate is and understand their effects</li> <li>I know that the Earth is made up of layers</li> <li>I know how each layer of the Earth contributes to how natural disasters occur</li> </ul> | <u>Global – Natural Disasters</u> <ul style="list-style-type: none"> <li>I can name and locate the countries and cities of the World including North and South America.</li> <li>I can describe and understand key aspects of physical geography, including: volcanoes and earthquakes</li> <li>I can describe geographical diversity across the world and how locations around the world are changing explaining some of the reasons for change.</li> <li>I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>                                                                                                                                                                                                                                                                                                               |
| D&T (A)<br>Phase: 5/6       | Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.                                                       | <u>Design and make – Earthquake proof structure</u> <ul style="list-style-type: none"> <li>I know what a structure is</li> <li>I know what a shelter is</li> <li>I know what foundations are and why they are necessary</li> <li>I know what would make a structure 'earthquake proof'</li> <li>I know what makes my structure successful</li> <li>I know how I could improve my structure</li> </ul>                                                                      | <u>Design and make – Earthquake proof structure</u> <ul style="list-style-type: none"> <li>I can design with the user in mind, motivated by the service a product will offer (rather than simply for profit).</li> <li>I can ensure products have a high quality finish, using art skills where appropriate.</li> <li>I can evaluate the design of products to suggest improvements to the user experience.</li> <li>I can cut materials with precision using a range of practical skills and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape).</li> <li>I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper).</li> </ul>                                                     |
| Science (A)<br>Phase: 5/6   | <b>Year 5</b><br>Pupils should be taught to: 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 | <u>Year 5 Properties of materials</u> <ul style="list-style-type: none"> <li>I know that everyday materials can be grouped together on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>I know the particular uses of everyday materials, including metals, wood and plastic based on evidence from investigations</li> </ul>                                   | <u>Year 5 – Properties of Materials</u> <ul style="list-style-type: none"> <li>I can recognise and control variables where necessary.</li> <li>I can choose the most appropriate equipment.</li> <li>I can take measurements, using a range of scientific equipment with increasing accuracy and precision.</li> <li>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</li> <li>I can report and present findings from enquires, including conclusions, causal relationships and explanations of results (in oral and written forms).</li> <li>I can use simple models to describe scientific ideas.</li> <li>I can identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>I can use their results to identify when further tests and observations might be needed</li> </ul> |
| Computing (A)<br>Phase: 5/6 | Pupils should be taught to: design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller                                              | <u>Year 5: Programming</u> <ul style="list-style-type: none"> <li>I know what a programme is.</li> <li>I know what an algorithm is.</li> <li>I know how to design a program with an algorithm.</li> <li>I know what inputs, outputs and variables are.</li> <li>I know what the term 'debug' means.</li> <li>I know how to use the terms 'if' and 'then' in a program.</li> </ul>                                                                                          | <u>Year 5: Programming</u> <ul style="list-style-type: none"> <li>I can decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program for a device or onscreen activity.</li> <li>I can use a variable to increase programming possibilities.</li> <li>I can change an input to a program to achieve a different output.</li> <li>I can use 'if' and 'then' commands to select an action.</li> <li>I can refine a procedure using repeat commands to improve a program.</li> <li>I can talk about how a computer model can provide information about a physical system.</li> <li>I can use logical reasoning to detect and debug mistakes in a program.</li> <li>I use logical thinking, imagination and creativity to extend a program.</li> </ul>                                                                                                               |

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| <p>Music (A)<br/>Phase: 5/6</p>         | <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>                                                                          | <p><u>Whole school Christmas carol concert</u></p> <ul style="list-style-type: none"> <li>• I know the words to a variety of Christmas carols and songs to perform</li> <li>• I know how body movements can be combined with vocals to produce a performance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                        | <p><u>Whole school Christmas carol concert</u></p> <ul style="list-style-type: none"> <li>• I can listen to a variety of music from all over the world, different times and traditions. I can place them in their historical context.</li> <li>• I can confidently recognise/ identify different style indicators and different instruments and their sounds.</li> <li>• I understand the importance of warming up my voice to keep it safe</li> <li>• I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically.</li> </ul>                                                                                                                                                                                                                         |
| <p>Physical Ed. (A)<br/>Phase: 5/6</p>  | <p>Pupils should be taught to: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending perform dances using a range of movement patterns</p>                                                                  | <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I know what a sequence is.</li> <li>• I know a range of jumps and travelling movements.</li> </ul> <p><u>Games – Netball – Year 5</u></p> <ul style="list-style-type: none"> <li>• I know the rules of netball.</li> <li>• I know how to pivot.</li> </ul> <p><u>Year 6</u><br/>Rugby coach in from Archbishop Sentamu Academy</p>                                                                                                                                                                                                                                                                | <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• I can work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances</li> <li>• I can use appropriate criteria to evaluate and refine their own and others' work</li> </ul> <p><u>Games – Netball – Year 5</u></p> <ul style="list-style-type: none"> <li>• I can use pivot in a game situation.</li> <li>• I can change direction to either dodge or mark an opponent.</li> <li>• I can accurately pass and receive a range of balls with hands in a variety of ways e.g. chest, bounce, shoulder, overarm, overhead and 2 handed underarm.</li> <li>• I can throw or pass to a moving target using hands or feet.</li> </ul>                                                                                  |
| <p>Religious Ed. (A)<br/>Phase: 5/6</p> | <p>Pupils should explore how people express their beliefs through personal symbols and artefacts and investigate Faith Festivals</p>                                                                                                                                     | <p><u>Expressions of faith</u></p> <ul style="list-style-type: none"> <li>• I know how artefacts and symbols express the beliefs of two different faith members e.g. Rangoli pattern, Diva lamps, Aum sign, Prayer beads, hymns, Poems and art work.</li> <li>• I know the way participating in a festival may impact on the life of a faith member e.g. Diwali, Christmas, Hanukah.</li> </ul>                                                                                                                                                                                                                                                                | <p><u>Expressions of faith</u></p> <ul style="list-style-type: none"> <li>• I can explain how believers may express themselves through symbols and artefacts.</li> <li>• I can reflect and share how religious celebrations have an impact on the community.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p>PSHE (A)<br/>Phase: 5/6</p>          | <p>Jigsaw</p>                                                                                                                                                                                                                                                            | <p><u>Year 5 – Celebrating Difference</u></p> <ul style="list-style-type: none"> <li>• I know that, sometimes, we make assumptions based on what people look like</li> <li>• I know what influences me to make assumptions based on how people look</li> <li>• I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</li> <li>• I know why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>• I know what is special about me and value the ways in which I am unique</li> <li>• I know that my first impression of someone may change when I get to know them</li> </ul> | <p><u>Year 5 – Celebrating Difference</u></p> <ul style="list-style-type: none"> <li>• I can talk about my own culture.</li> <li>• I can show a positive attitude towards people from different races.</li> <li>• I can tell you a range of strategies in managing my feelings in bullying situations and for problem-solving when I'm part of one.</li> <li>• I can help to encourage children who use bullying behaviours to make other choices and can how to support children who are being bullied.</li> <li>• I can appreciate the value of happiness regardless of material wealth.</li> <li>• I can respect my own and other people's cultures.</li> </ul>                                                                                                                                                                        |
| <p>Spanish (MFL) (A)<br/>Phase: 5/6</p> | <p>Pupils should be taught to: listen attentively to spoken language and show understanding by joining in and responding and develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> | <p><u>Year 5 –Body Parts</u></p> <ul style="list-style-type: none"> <li>• I know the parts of the body, being able to say and understand them orally.</li> <li>• I know how to read and write parts of the body.</li> <li>• I know how to identify the 'z' sound and say a tongue twister with the sound in.</li> </ul> <p><u>Both - Festivals</u></p> <ul style="list-style-type: none"> <li>• I know about some Christmas traditions in Spain.</li> </ul>                                                                                                                                                                                                    | <p><u>Year 5 –Body Parts</u></p> <ul style="list-style-type: none"> <li>• I can memorise and present a short spoken text.</li> <li>• I can read some familiar words aloud and pronounce them accurately.</li> <li>• I can use question forms.</li> <li>• I can apply phonic knowledge of the language to support reading and writing.</li> <li>• I can listen for sounds, rhymes and rhythm.</li> <li>• I can read and memorise words.</li> </ul> <p><u>Both - Festivals</u></p> <ul style="list-style-type: none"> <li>• I can memorise and present a short spoken text.</li> <li>• I can follow a short, familiar text, identifying common spelling patterns in letter strings; use physical response to show understanding of specific words.</li> <li>• I can learn about festivals and celebrations in different cultures</li> </ul> |

## Spring 1 (Cycle A): Heroes & Villains – Once more unto the breach...

| Subject                     | NC link                                                                                                                                      | Declarative knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Procedural knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| History (A)<br>Phase: 5/6   | Pupils should be taught: about a study of an aspect or theme in British history that extends pupils chronological knowledge beyond 1066.     | <u>The Hundred Years War</u> <ul style="list-style-type: none"> <li>I know the key dates (start and end) of The Hundred Years War.</li> <li>I know the key Monarchs who ruled during The Hundred Years War.</li> <li>I know the key battles of The Hundred Years War.</li> <li>I know details about the Battle of Agincourt.</li> </ul>                                                                                                                                                                                | <u>The Hundred Years War</u> <ul style="list-style-type: none"> <li>I can use sources of evidence to find out about the Hundred Years War.</li> <li>I can describe the social and religious diversity during the Hundred Years War time period.</li> <li>I can create my own timeline with key monarchs and battles on from this period in history.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Art (A)<br>Phase: 5/6       | Pupils should be taught: to develop their techniques, including control and their use of experimentation.                                    | <u>Drawing and Painting an Icon</u> <ul style="list-style-type: none"> <li>I know how Rembrandt portrayed icons in his work.</li> <li>I know an icon is usually in the centre of a piece of artwork and usually higher.</li> <li>I know about the key events in Rembrandt's life.</li> <li>I know the primary, secondary and tertiary colours.</li> </ul>                                                                                                                                                              | <u>Drawing and Painting an Icon</u> <ul style="list-style-type: none"> <li>I can choose a style of drawing which is suitable for the work (eg. realistic or impressionistic).</li> <li>I can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>I can manipulate and experiment with the elements of art: line, pattern, tone, texture, form, space, colour, shape, perspective or proportion.</li> <li>I can use a variety of techniques and paints to add interesting effects (eg. reflections, shadows, direction of sunlight etc.).</li> <li>I can sketch lightly before painting.</li> <li>I can create a colour palette based upon colours observed in the natural or built world.</li> <li>I can review and revisit artwork.</li> </ul> |
| Science (A)<br>Phase: 5/6   | Year 5:<br>Pupils should be taught to: describe the changes as humans develop to old age.<br>Science – key stages                            | <u>Year 5 Animals, including humans</u> <ul style="list-style-type: none"> <li>I know the 6 stages of human development.</li> <li>I know the differences between mammal, amphibian, insect and bird.</li> <li>I know what a table, bar chart and line graph are.</li> </ul>                                                                                                                                                                                                                                            | <u>Year 5 Animals, including humans</u> <ul style="list-style-type: none"> <li>I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>I can use test results to make predictions to set up further comparative and fair tests</li> <li>I can report and present 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</li> </ul>                                                                  |
| Computing (A)<br>Phase: 5/6 | Pupils should be taught: to understand computer networks including the internet; how they can provide multiple services                      | <u>Year 5 - Technology in our lives</u> <ul style="list-style-type: none"> <li>I know how to log on.</li> <li>I know how to use a search engine.</li> <li>I know the difference between the Internet and the World Wide Web.</li> <li>I know what copyright means.</li> <li>I know how to stay safe and be responsible online.</li> <li>I know the names of modern devices used in day to day life.</li> <li>I know what bias and reliable means.</li> <li>I know how to identify a reliable search engine.</li> </ul> | <u>Year 5 - Technology in our lives</u> <ul style="list-style-type: none"> <li>I can tell you the Internet services I need to use for different purposes.</li> <li>I can describe how information is transported on the Internet</li> <li>I can select an appropriate tool to communicate and collaborate online.</li> <li>I can talk about the way search results are selected and ranked.</li> <li>I can check the reliability of a website.</li> <li>I can tell you about copyright and acknowledge the sources of information that I find online.</li> </ul>                                                                                                                                                                                                                                                 |
| Music (A)<br>Phase: 5/6     | Pupils should be taught to: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions . | <u>Make you feel my love</u> <ul style="list-style-type: none"> <li>I know the names of historical and modern composers/ performers</li> <li>I know the words to Make You Feel My Love</li> <li>I know instruments used in most Pop songs</li> <li>I know actions to accompany the performance of Make You Feel My Love</li> <li>I know the importance of warming up my voice to keep it safe</li> </ul>                                                                                                               | <u>Make you feel my love</u> <ul style="list-style-type: none"> <li>I can listen to a variety of music from all over the world, different times and traditions. I can place them in their historical context.</li> <li>I can find the pulse easily on my own when listening.</li> <li>I can use musical words / language to describe the music we listen to and my feelings towards it</li> <li>I can confidently discuss other dimensions of music and how they fit into the music we are listening to.</li> <li>I understand the importance of warming up my voice to keep it safe</li> <li>I understand that when I sing, I need to know what the song is about and how the melody and words work together.</li> </ul>                                                                                        |

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| Physical Ed. (A)<br>Phase: 5/6  | Pupils should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own.                               | <u>Gymnastics</u> <ul style="list-style-type: none"> <li>I know and understand the basic principles of warming up and why it is important for good quality performance.</li> <li>I know the names of individual pieces of apparatus.</li> <li>I know how to use apparatus safely</li> </ul> <u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I know the rules of hockey.</li> <li>I know how to pass, dribble and shoot.</li> <li>I know the difference between attacking and defending skills.</li> </ul>                                                                                                                                                                  | <u>Gymnastics</u> <ul style="list-style-type: none"> <li>I can observe and describe the movements of others using appropriate language and terminology</li> <li>I can work cooperatively with a partner to travel over/under/around and move in synchronisation or canon</li> <li>I can understand and can demonstrate rotation around 2 different axes</li> <li>I can balance to demonstrate specific planned shapes e.g. symmetry and asymmetry</li> <li>I can warm up and cools down independently</li> <li>I can understand and demonstrate the principles of using apparatus safely in twos and small groups</li> </ul> <u>Games – Hockey</u> <ul style="list-style-type: none"> <li>I can strike a ball with increasing control using a large headed bat/racquet, a hockey stick or rounders' bat</li> <li>I can play modified versions of a range of competitive games</li> </ul> |
| Religious Ed. (A)<br>Phase: 5/6 | Pupils should be taught to: <ul style="list-style-type: none"> <li>consider what motivates faith believers to get involved in different causes</li> </ul>                             | <u>Faith in Action 5.2</u> <ul style="list-style-type: none"> <li>I know the work of a religious charity.</li> <li>I know the values that motivate people of faith to respond to a cause</li> <li>I know how significant religious people are inspired</li> <li>I know how to explain why significant people of faith acted according to their commitments.</li> </ul>                                                                                                                                                                                                                                                                                                                  | <u>Faith in Action 5.2</u> <ul style="list-style-type: none"> <li>I can give reasons why people may choose to make sacrifices to improve the lives of others.</li> <li>I can say why religions do charitable work.</li> <li>I can reflect on what influences religious people.</li> <li>I can explain how people are inspired by actions of significant people of faith.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| PSHE (A)<br>Phase: 5/6          | Jigsaw                                                                                                                                                                                | <u>Year 5 – Dreams and Goals</u> <ul style="list-style-type: none"> <li>I know that I will need money to help me achieve some of my dreams</li> <li>I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs</li> <li>I know what job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</li> <li>I know why I am motivated to make a positive contribution to supporting others</li> <li>I know that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</li> </ul> | <u>Year 5 – Dreams and Goals</u> <ul style="list-style-type: none"> <li>I can identify what I would like my life to be like when I am grown up</li> <li>I can appreciate the contributions made by people in different jobs</li> <li>I can appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future</li> <li>I can reflect on how these relate to my own</li> <li>I can appreciate the similarities and differences in aspirations between myself and young people in a different culture</li> <li>I can describe the dreams and goals of young people in a culture different to mine</li> <li>I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship</li> </ul>                                                  |
| Spanish (MFL) (A)<br>Phase: 5/6 | Pupils should be taught to: <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding in sentences.</li> </ul> | <u>Year 5 – My Body</u> <ul style="list-style-type: none"> <li>I know how to say and understand parts of the body.</li> <li>I know how to read, say and understand words for colours.</li> <li>I know how to use a bilingual dictionary to find out plurals and genders.</li> <li>I know the words grande and pequeño to describe size.</li> <li>I know five words for facial features.</li> <li>I know that adjectives must agree with the noun they describe.</li> </ul>                                                                                                                                                                                                              | <u>Year 5 – My Body</u> <ul style="list-style-type: none"> <li>I can listen for sounds, rhymes and rhythm.</li> <li>I can follow a short, familiar text, identifying common spelling patterns in letter strings; use physical response to show understanding of specific words.</li> <li>I can read and memorise words.</li> <li>I can ask and answer questions.</li> <li>I can use question forms.</li> <li>I can start to recognise the adjective agreement rule.</li> <li>I can start to apply the adjective agreement rule.</li> <li>I can write simple words and phrases using a model and some words from memory.</li> <li>I can recognise and apply simple agreements.</li> </ul>                                                                                                                                                                                                 |

## Spring 2 (Cycle A): What's in the News - Our Community

| Subject                     | NC link                                                                                                                                                                                                     | Declarative knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Procedural knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Geography (A)<br>Phase: 5/6 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity</li> </ul> | <p><u>Local - Building a community</u></p> <ul style="list-style-type: none"> <li>I know what residential, commercial and industrial mean</li> <li>I know where people live in my local area (types of houses – detached/ semi/ terraced/ bungalow)</li> <li>I know about my local area</li> <li>I know how to use a map</li> <li>I know how to use and create a key on a map</li> <li>I know what makes a community (businesses, houses, local amenities, public buildings)</li> <li>I know which things we need near our houses</li> </ul> | <p><u>Local - Building a community</u></p> <ul style="list-style-type: none"> <li>I can ask and answer geographical questions using a variety of resources about the physical and human characteristics of a location.</li> <li>I can create maps of locations describing and identifying key aspects of human geography, including: settlements, land use, population, economic activity</li> <li>I can collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul>                                                                   |
| D&T (A)<br>Phase: 5/6       | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>make products through stages of prototypes, making continual refinements.</li> </ul>                                              | <p><u>Design and Making our own Community</u></p> <ul style="list-style-type: none"> <li>I know what texture, pattern and materials means</li> <li>I know how to use a net to construct a model house</li> <li>I know how to use texture, pattern and materials to decorate my model house</li> <li>I know which internal features a house needs (rooms, staircase, furniture)</li> <li>I know what makes my model house successful</li> <li>I know how I could improve my design</li> </ul>                                                 | <p><u>Design and Making our own Community</u></p> <ul style="list-style-type: none"> <li>I can ensure products have a high quality finish, using art skills where appropriate.</li> <li>I can cut materials with precision and refine the finish with appropriate tools.</li> <li>I can show an understanding of the qualities of materials to choose appropriate tools to cut and shape</li> <li>I can develop a range of practical skills to create products.</li> <li>I can evaluate the design of products so as to suggest improvements to the user experience.</li> </ul>                |
| Science (A)<br>Phase: 5/6   | <p><u>Year 5</u><br/>Pupils should be taught to</p> <ul style="list-style-type: none"> <li>describe the life process of reproduction in some plants.</li> </ul>                                             | <p><u>Year 5 - Living Things</u></p> <ul style="list-style-type: none"> <li>I know the life process of reproduction in some plants.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               | <p><u>Year 5 - Living Things</u></p> <ul style="list-style-type: none"> <li>I can understand and draw scientific diagrams with labels.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Computing (A)<br>Phase: 5/6 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>                | <p><u>Year 5 - Handling Data</u></p> <ul style="list-style-type: none"> <li>I know what data means</li> <li>I know what a database is</li> <li>I know what the features of a database are</li> <li>I know how to search a database</li> <li>I know how to set up a database</li> <li>I know how to order/sequence data from a database</li> <li>I know what makes a database successful</li> </ul>                                                                                                                                           | <p><u>Year 5 - Handling Data</u></p> <ul style="list-style-type: none"> <li>I can plan the process needed to investigate the world around me.</li> <li>I can select the most effective tool to collect data for my investigation.</li> <li>I can check the data I collect for accuracy and plausibility.</li> <li>I can interpret the data I collect.</li> <li>I can present the data I collect in an appropriate way.</li> <li>I can use the skills I have developed to interrogate a database.</li> </ul>                                                                                    |
| Music (A)<br>Phase: 5/6     | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>perform in solo and ensemble contexts, using their voices</li> <li>develop an understanding of the history of music</li> </ul>    | <p><u>The Fresh Prince of Bel Air</u></p> <ul style="list-style-type: none"> <li>I know the names of historical and modern composers/ performers.</li> <li>I know the words to The Fresh Prince Of Bel Air</li> <li>I know instruments used in most Rap songs</li> <li>I know actions to accompany the performance of The Fresh Prince Of Bel Air</li> <li>I know the importance of warming up my voice to keep it safe</li> </ul>                                                                                                           | <p><u>The Fresh Prince of Bel Air</u></p> <ul style="list-style-type: none"> <li>I can listen to a variety of music from all over the world, different times and traditions.</li> <li>I can confidently discuss other dimensions of music and how they fit into the music we are listening to.</li> <li>I can find the pulse of any piece of music with ease and confidence, internally or externally, with body movement.</li> <li>I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically.</li> </ul> |

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| <p>Physical Ed. (A)<br/>Phase: 5/6</p>  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play competitive games,</li> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>I know a range of rotational sequence dances (Macarena, 5, 6, 7, 8, Fast Food dance)</li> <li>I know the term repetition</li> <li>I know basic sequence steps</li> <li>I know how to create a 16 and 32 count sequence</li> <li>I am able to use what I know to produce my own sequence dance</li> </ul> <p><u>Games – Fielding / Cricket / Rounders</u></p> <ul style="list-style-type: none"> <li>I know how to throw or pass.</li> <li>I know the rules of rounders and cricket.</li> <li>I know how to organise my team</li> <li>I know and can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle in school, after school and in the community</li> </ul> | <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>I can adapt and refine the use of weight, space and rhythm in dances to express themselves in the style of dance.</li> <li>I can perform dances using a range of stimuli and more complex movement patterns</li> </ul> <p><u>Games - Fielding / Cricket / Rounders</u></p> <ul style="list-style-type: none"> <li>I can throw or pass to a moving target using hands or feet</li> <li>I can 'field' a rolling ball</li> <li>I can strike a ball with increasing control using a large headed bat/racquet, a hockey stick or rounders' bat</li> <li>I understand and can explain how taking part in PE can impact on health and fitness and developing a healthy lifestyle in school, after school and in the community</li> </ul> |
| <p>Religious Ed. (A)<br/>Phase: 5/6</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>explore commitment as demonstrated in the lives and work of significant people of faith</li> </ul>                                                                                                               | <p><u>Faith in Action</u></p> <ul style="list-style-type: none"> <li>I know the work of a religious charity.</li> <li>I know the values that motivate people of faith to respond to a cause</li> <li>I know how significant religious people are inspired</li> <li>I know how to explain why significant people of faith acted according to their commitments.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                | <p><u>Faith in Action</u></p> <ul style="list-style-type: none"> <li>I can give reasons why people may choose to make sacrifices to improve the lives of others.</li> <li>I can say why religions do charitable work.</li> <li>I can reflect on what influences religious people.</li> <li>I can explain how people are inspired by actions of significant people of faith.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>PSHE (A)<br/>Phase: 5/6</p>          | <p>Jigsaw</p>                                                                                                                                                                                                                                                                              | <p><u>Year 5 – Healthy Me</u></p> <ul style="list-style-type: none"> <li>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</li> <li>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</li> <li>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</li> <li>I know how the media and celebrity culture promotes certain body types</li> <li>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</li> <li>I know how to keep myself calm in emergencies</li> </ul>                   | <p><u>Year 5 – Healthy Me</u></p> <ul style="list-style-type: none"> <li>I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</li> <li>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure</li> <li>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure</li> <li>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am</li> <li>I can respect and value my body</li> <li>I can keep myself healthy and happy</li> </ul>                                                         |
| <p>Spanish (MFL) (A)<br/>Phase: 5/6</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>                                                                                                                  | <p><u>Year 5 - Festivals</u></p> <ul style="list-style-type: none"> <li>I know how to apply the adjective agreement rule.</li> <li>I know some words for food items in Spanish.</li> <li>I know about the importance of festivals in Spain.</li> <li>I know about Las Fallas, the festival of San José in Valencia.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><u>Year 5 - Festivals</u></p> <ul style="list-style-type: none"> <li>I can follow a short, familiar text, identifying common spelling patterns in letter strings; use physical response to show understanding of specific words.</li> <li>I can write simple words and phrases using a model and some words from memory.</li> <li>I can recognise and apply simple agreements.</li> <li>I can learn about festivals and celebrations in different cultures.</li> <li>I can use a dictionary.</li> <li>I can design my own 'ninot'.</li> </ul>                                                                                                                                                                                                                                             |



## Summer 1 (Cycle A): Food for thought - The Great Southcoates Bake Off

| Subject                     | NC link                                                                                                                                                                                                                                       | Declarative knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Procedural knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| Geog. (A)<br>Phase: 5/6     | Pupils should be taught to: <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Describe and understand key aspects of human geography</li> </ul>    | <u>National – Land use in the United Kingdom</u> <ul style="list-style-type: none"> <li>I know about land use in the United Kingdom</li> <li>I know that different regions in the United Kingdom are famous/award winning for certain produce and dishes</li> <li>I know how to use a map</li> <li>I know how to use and create a key on a map</li> </ul>                                                                                                                                                                                                                                                                                                                                             | <u>National – Land use in the United Kingdom</u> <ul style="list-style-type: none"> <li>I can use national maps and atlases to find different places</li> <li>I can label a map of the United Kingdom to show land use</li> <li>I can describe and understand key aspects of human geography</li> <li>I can create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</li> <li>I can collect and analyse statistics and other information in order to draw clear conclusions about locations</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   |
| D&T (A)<br>Phase: 5/6       | Pupils should be taught to: <ul style="list-style-type: none"> <li>Demonstrate a range of baking and cooking techniques.</li> <li>Create and refine recipes</li> </ul>                                                                        | <u>Food – Yorkshire Puddings</u> <ul style="list-style-type: none"> <li>I know how to weigh and measure ingredients accurately</li> <li>I know how to use ingredients to design a filling and topping for my recipe</li> <li>I know how to present my finished product for a competition</li> <li>I know what makes my finished product successful</li> <li>I know how I could improve my design</li> </ul>                                                                                                                                                                                                                                                                                           | <u>Food – Yorkshire Puddings</u> <ul style="list-style-type: none"> <li>I can follow a recipe</li> <li>I can use a range of kitchen utensils with precision to cut and prepare ingredients</li> <li>I can ensure products have a high quality finish, using design skills where appropriate</li> <li>I can develop a range of practical skills to create products</li> <li>I can evaluate the design of products so as to suggest improvements to the user experience</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Science (A)<br>Phase: 5/6   | <u>Year 5</u><br>Pupils should: <ul style="list-style-type: none"> <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</li> </ul> | <u>Year 5 - Properties of Materials</u> <ul style="list-style-type: none"> <li>I know the properties of solids, liquids and gases</li> <li>I know that some materials will dissolve in liquid to form a solution</li> <li>I know how to recover a substance from a solution.</li> <li>I know how mixtures might be separated, through filtering, sieving and evaporating.</li> <li>I know that dissolving, mixing and changes of state are reversible changes</li> <li>I know 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> | <u>Year 5 - Properties of Materials</u> <ul style="list-style-type: none"> <li>I can control variables when planning a fair-test.</li> <li>I can evaluate an enquiry in terms of the amount of trust one can have in it.</li> <li>I can report and present findings from enquiries, including conclusions, causal relationships and explanations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Computing (A)<br>Phase: 5/6 |                                                                                                                                                                                                                                               | Opportunity to continue after short half term/re visit gaps identified                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Music (A)<br>Phase: 5/6     | Pupils should be taught to: <ul style="list-style-type: none"> <li>sing musically with increasing confidence and control.</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> </ul>                  | <u>Dancing in the Street</u> <ul style="list-style-type: none"> <li>I know the names of historical and modern composers/ performers.</li> <li>I know the words to Dancing In The Street</li> <li>I know instruments used in most Hip-Hop songs</li> <li>I know actions to accompany the performance of Dancing In The Street</li> <li>I know the importance of warming up my voice to keep it safe</li> </ul>                                                                                                                                                                                                                                                                                         | <u>Dancing in the Street</u> <ul style="list-style-type: none"> <li>I can listen to a variety of music from all over the world, different times and traditions. I can place them in their historical context. I can confidently recognise/identify different style indicators and different instruments and their sounds.</li> <li>I can use musical words/language to describe the music we listen to and my feelings towards it</li> <li>I can confidently discuss other dimensions of music and how they fit into the music we are listening to.</li> <li>I understand and can explain that pulse is the foundation upon which all other dimensions are built. I can also keep a strong sense of pulse and recognise when I or others are going out of time.</li> <li>I understand and can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.</li> </ul> |

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|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Physical Ed. (A)<br/>Phase: 5/6</p>  | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games</li> </ul>                                                                   | <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>I know the different heats and activities in athletics.</li> </ul> <p><u>Games – Bat and ball/Tennis – Year 6</u></p> <ul style="list-style-type: none"> <li>I know how to pass and work in a team.</li> <li>I know the rules of tennis.</li> </ul> <p><u>Year 5</u><br/>Rugby coach in from Archbishop Sentamu Academy</p>                                                                                                                                                        | <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>I can master basic movements of running, jumping and throwing and link them together</li> </ul> <p><u>Games - Bat and ball / Tennis – Year 6</u></p> <ul style="list-style-type: none"> <li>I can take part in competitive challenges – individually and within a team.</li> </ul>                                                                                                                                                                                                                                                                                                           |
| <p>Religious Ed. (A)<br/>Phase: 5/6</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>explore how a person of faith may make a special journey</li> <li>To explore the diversity and significance of religious places to faith groups and members of the community.</li> </ul> | <p><u>Pilgrimage 5.3</u></p> <ul style="list-style-type: none"> <li>I know how to compare key places of pilgrimage and identify why a faith member might go there.</li> <li>I know how to describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage.</li> <li>I know how to show understanding of what is sacred for believers in religious places.</li> </ul>                                                                                                                                      | <p><u>Pilgrimage 5.3</u></p> <ul style="list-style-type: none"> <li>I can reflect on the reasons a faith member may make a special journey.</li> <li>I can suggest ideas about the meaning of pilgrimage to a believer and the impact on their life?</li> <li>I can explain the impact of a sacred place on believers.</li> </ul>                                                                                                                                                                                                                                                                                                                           |
| <p>PSHE (A)<br/>Phase: 5/6</p>          | <p>Jigsaw</p>                                                                                                                                                                                                                                                      | <p><u>Year 5 - Relationships</u></p> <ul style="list-style-type: none"> <li>I know who I am as a person in terms of my characteristics and personal qualities</li> <li>I know how to keep building my own self-esteem</li> <li>I know how to stand up for myself and how to negotiate and compromise</li> <li>I know and understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/ girlfriend</li> <li>I know how to stay safe when using technology to communicate with my friends</li> </ul> | <p><u>Year 5 – Relationships</u></p> <ul style="list-style-type: none"> <li>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</li> <li>I can recognise the feeling of jealousy, where it comes from and how to manage it</li> <li>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others</li> <li>I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others</li> <li>I can explain how to stay safe when using technology to communicate with my friends</li> </ul> |
| <p>Spanish (MFL) (A)<br/>Phase: 5/6</p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>                                                                                          | <p><u>Year 5 - Food</u></p> <ul style="list-style-type: none"> <li>I know some words for food items.</li> <li>I know how to pronounce words with the 'a' sound.</li> <li>I know how to give opinions with reasons about food.</li> <li>I know how to take part in a conversation asking for and giving opinions about different foods.</li> </ul>                                                                                                                                                                                                 | <p><u>Year 5 - Food</u></p> <ul style="list-style-type: none"> <li>I can follow a short, familiar text, identifying common spelling patterns in letter strings; use physical response to show understanding of specific words.</li> <li>I can listen for sounds, rhyme and rhythm, identifying specific phonemes.</li> <li>I can read and understand a range of familiar written phrases.</li> <li>I can write simple words and phrases using a model or working from memory.</li> <li>I can use context &amp; previous knowledge to determine meaning.</li> </ul>                                                                                          |

## Summer 2 (Cycle A): Incredible Humans - A Gentleman's Game?

| Subject                     | NC link                                                                                                                                                                                                                                                                   | Declarative knowledge                                                                                                                                                                                                                                                                                                                                                                                                                   | Procedural knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| History (A)<br>Phase: 5/6   | <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>the history of rugby - the origin and development of the sport</li> </ul>                                                                                                                    | <p><u>The History of Rugby (Modern Britain)</u></p> <ul style="list-style-type: none"> <li>I know the key dates (start, changes to rules, competitions, notable games) of the history of rugby.</li> <li>I know details about the history of rugby, including key figures/players.</li> <li>I know details about the life of William Webb Ellis.</li> </ul>                                                                             | <p><u>The History of Rugby (Modern Britain)</u></p> <ul style="list-style-type: none"> <li>I can use sources of evidence to find out about 1843 onwards linked to the history of rugby in the last 200 years (modern Britain)</li> <li>I can understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>I can use dates and terms accurately in describing events.</li> <li>I can use appropriate historical vocabulary to communicate, including: dates, time period, era, chronology, continuity, change, century, decade, legacy.</li> <li>I can understand that no single source of evidence gives the full answer to questions about the past.</li> <li>I can describe changes in attitudes towards women in sports</li> </ul> |
| Art (A)<br>Phase: 5/6       | <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>to develop their techniques, including control and their use of experimentation.</li> </ul> | <p><u>Drawing – Athletes in Motion</u></p> <ul style="list-style-type: none"> <li>I know how Marcel Duchamp created his work.</li> <li>I know how artists portray athletes in their work.</li> <li>I know that some sketching techniques depict movement.</li> <li>I know a range of sketching techniques including hatching, cross-hatching, contour hatching and random lines.</li> </ul>                                             | <p><u>Drawing – Athletes in Motion</u></p> <ul style="list-style-type: none"> <li>I can choose a style of drawing which is suitable for the work (eg. realistic or impressionistic).</li> <li>I can show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.</li> <li>I can manipulate and experiment with the elements of art: line, pattern, tone, texture, form, space, colour, shape, perspective or proportion.</li> </ul>                                                                                                                                                                                                                                                                                                                    |
| Science (A)<br>Phase: 5/6   | <p><u>Year 5</u><br/>Pupils should be taught to:</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> </ul>                                                                     | <p><u>Year 5 – The Earth and Space</u></p> <ul style="list-style-type: none"> <li>I know that the movement of the Earth, and other planets, is relative to the Sun in the solar system.</li> <li>know that the movement of the Moon relative to the Earth.</li> <li>I know how the Earth's rotation explains day and night and the apparent movement of the Sun across the sky.</li> </ul>                                              | <p><u>Year 5 – The Earth and Space</u></p> <ul style="list-style-type: none"> <li>I can plan a scientific enquiry to answer a question.</li> <li>I can identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>I can plan a fair-test; identifying the control variables.</li> <li>I can take repeated accurate measurements using a stopwatch.</li> <li>I can explain the degree of trust in results.</li> <li>I can use test results to make predictions to set up further fair-tests.</li> </ul>                                                                                                                                                                                                                                                         |
| Computing (A)<br>Phase: 5/6 | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand computer networks.</li> <li>select, use and combine a variety of software.</li> </ul>                                                                                                | <p><u>Year 5 - Multimedia</u></p> <ul style="list-style-type: none"> <li>I know the software that can be used to create multimedia: e.g. word, powerpoint, media player</li> <li>I know what an animation is</li> <li>I know what instructions are/set of steps to create an animation</li> <li>I know how to select suitable images</li> <li>I know the importance of audience in video design.</li> <li>I know how to save</li> </ul> | <p><u>Year 5 - Multimedia</u></p> <ul style="list-style-type: none"> <li>I can talk about audience, atmosphere and structure when planning a particular outcome.</li> <li>I can confidently identify the potential of unfamiliar technology to increase my creativity.</li> <li>I can combine a range of media, recognising the contribution of each to achieve a particular outcome.</li> <li>I can tell you why I select a particular online tool for a specific purpose.</li> <li>I can be digitally discerning when evaluating the effectiveness of my own work and the work of others</li> </ul>                                                                                                                                                                                                 |
| Music (A)<br>Phase: 5/6     | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>                         | <p><u>Years 5 and 6 concert</u></p> <ul style="list-style-type: none"> <li>I know the words to a variety of songs to perform</li> <li>I know how body movements can be combined with vocals to produce a performance.</li> </ul>                                                                                                                                                                                                        | <p><u>Years 5 and 6 concert</u></p> <ul style="list-style-type: none"> <li>I understand the importance of warming up my voice to keep it safe</li> <li>I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically.</li> <li>I can explain why we work together in an ensemble and what it means to do so.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                              |

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| Physical Ed. (A)<br>Phase: 5/6  | Pupils should be taught to:<br>♣ use running, jumping, throwing and catching in isolation and in combination ♣ play competitive games, modified where appropriate<br>*develop flexibility, strength, technique, control and balance                                                                              | <u>Athletics</u> <ul style="list-style-type: none"> <li>I know the different heats in athletic sports.</li> </ul> <u>Dance – Year 5/6 Concert</u><br><br><u>Year 5</u><br>Rugby coach in from Archbishop Sentamu Academy                                                                                                                                                                                                                                                                                                                                                                        | <u>Athletics</u> <ul style="list-style-type: none"> <li>I can develop strength and flexibility</li> <li>I can compare performances and demonstrate improvements to achieve their best.</li> </ul> <u>Dance – Year 5/6 Concert</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Religious Ed. (A)<br>Phase: 5/6 | Pupils should be taught to: <ul style="list-style-type: none"> <li>explore the diversity and significance of local religious places to faith groups and members of the community</li> <li>To explore the diversity and significance of religious places to faith groups and members of the community.</li> </ul> | <u>Pilgrimage 5.3</u> <ul style="list-style-type: none"> <li>I know how to compare key places of pilgrimage and identify why a faith member might go there.</li> <li>I know how to describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage.</li> <li>I know how to show understanding of what is sacred for believers in religious places.</li> </ul>                                                                                                                                                                                           | <u>Pilgrimage 5.3</u> <ul style="list-style-type: none"> <li>I can reflect on the reasons a faith member may make a special journey.</li> <li>I can suggest ideas about the meaning of pilgrimage to a believer and the impact on their life?</li> <li>I can explain the impact of a sacred place on believers.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         |
| PSHE (A)<br>Phase: 5/6          | Jigsaw                                                                                                                                                                                                                                                                                                           | <u>Year 5 – Changing Me</u> <ul style="list-style-type: none"> <li>I know how to develop my own self esteem</li> <li>I understand that puberty is a natural process that happens to everybody and that it will be ok for me</li> <li>I know that sexual intercourse can lead to conception and that is how babies are usually made</li> <li>I know that sometimes people need IVF to help them have a baby</li> <li>I appreciate how amazing it is that human bodies can reproduce in these ways</li> <li>I am confident that I can cope with the changes that growing up will bring</li> </ul> | <u>Year 5 – Changing Me</u> <ul style="list-style-type: none"> <li>I can explain how a girl’s body changes during puberty and understand the importance of looking after yourself physically and emotionally</li> <li>I can describe how boys’ and girls’ bodies change during puberty</li> <li>I can express how I feel about the changes that will happen to me during puberty</li> <li>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</li> <li>I can identify what I am looking forward to when I am in Year 6</li> <li>I can start to think about changes I will make when I am in Year 6 and know how to go about this</li> </ul> |
| Spanish (MFL) (A)<br>Phase: 5/6 | Pupils should be taught to <ul style="list-style-type: none"> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>                                                                                             | <u>Year 5 - Numbers</u> <ul style="list-style-type: none"> <li>I know how to act out a traditional tale.</li> <li>I know queasier and how to use it with different food items.</li> <li>I know how to pronounce words with the ‘qu’ sound.</li> <li>I know food items and numbers 1-15.</li> <li>I know the words for months</li> <li>I know how to pronounce words with the ‘r’ sound.</li> <li>I know the numbers 16-31.</li> <li>I know how to do some maths in Spanish including division and multiplication.</li> </ul>                                                                    | <u>Year 5 - Numbers</u> <ul style="list-style-type: none"> <li>I can listen for sounds, rhyme and rhythm.</li> <li>I can read and understand a range of familiar written phrases.</li> <li>I can follow a short familiar text, listening and reading at the same time.</li> <li>I can practise new language with a friend.</li> <li>I can use a dictionary to look up spellings.</li> </ul>                                                                                                                                                                                                                                                                                                                                        |