YEAR B		Autumn	Spring	Summer
		World War Two	**To Infinity and Beyond**	**It's All Greek To Me**
Year 5 and 6	Maths	**Year 5** ● **Number: Place Value** (numbers to 10,000; Roman Numerals to 1,000; Round to nearest 10, 100 and 1,000; numbers to 100,000, compare and order numbers to 100,000; round numbers within 100,000; numbers to a million; counting in 10s, 100s, 1000s, 10,000s and 100,000s; compare and order numbers to one million; negative numbers) ● **Number: Addition and Subtraction** (add whole numbers with more than 4 digits (column method); subtract whole numbers with more than 4 digits (column method); round to estimate and approximate; inverse operations (addition and subtraction); multi-step addition and subtraction problems) ● **Statistics** (read and interpret line graphs; draw line graphs; use line graphs to solve problems; read and interpret tables; two-way tables; timetables) ● **Number: Multiplication and Division** (multiples; factors; common factors; prime numbers; square numbers; cube numbers; multiply by 10,100 and 1,000; divide by 10, 100 and 1,000; multiples of 10, 100 and 1,000) ● **Perimeter and Area** (measure perimeter; calculate perimeter; area of rectangles; area of compound shapes; area of irregular shapes) ● **Consolidation** **Year 6** ● **Number: Place Value** (numbers to ten million; compare and order any number; round any number; negative numbers) ● **Number: Addition, Subtraction, Multiplication and Division** (add and subtract integers; multiply up to a 4-digit number by a 2-number; short division, division using factors; long division; common factors; common multiples; primes to 100; squares and cubes; order of operations; mental calculations and estimation; reason from known facts) ● **Fractions** (simplify fractions; fractions on a number line; compare and order (denominator); compare and order (numerator); add and subtract fractions; mixed addition and subtraction; multiply fractions by integers; multiply fractions by fractions; divide fractions by integers; four rules with fractions; fraction of an amount; fraction of an amount - find the whole) ● **Geometry: Position and Direction** (the first quadrant; four quadrants; translations; reflections) ● **Consolidation**	**Year 5** ● **Number: Multiplication and Division** (multiply 4-digits by 1-digit; multiply 2-digits (area model); multiply 2-digits by 2-digits; multiply 3-digits by 2-digits; multiply 4-digits by 2-digits; divide 4-digits by 1-digit; divide with remainders) ● **Number: Fractions** (equivalent fractions; improper fractions to mixed numbers; mixed numbers to improper fractions; number sequences; compare an order fractions less than 1; compare and order fractions greater than 1; add and subtract fractions; add fractions within 1; add 3 or more fractions; add fractions; add mixed numbers; subtract fractions; subtract mixed numbers; subtract - break the whole) ● **Number: Decimals and Percentages** (decimals up to 2dp; decimals as fractions; understanding thousandths; thousandths as decimals; rounding decimals; order and compare decimals; understand percentages; percentages as fractions and decimals; equivalent fractions, decimals and percentages) ● **Consolidation** **Year 6** ● **Number: Decimals** (three decimal places; multiply by 10, 100 and 1,000; divide by 10, 100 and 1,000; multiply decimals by integers; divide decimals by integers; division to solve problems; decimals as fractions; fractions to decimals) ● **Number: Percentages** (fractions to percentages; equivalent fractions, decimals and percentages; order fractions, decimals and percentages; percentage of an amount; percentages - missing values) ● **Number: Algebra** (find a rule - one step; find a rule -two step; forming expressions; substitution; formulae; forming equations; solve simple one-step equations; solve two-step equations; find pairs of values; enumerate possibilities) ● **Measurement: Converting Units** (metric measure; convert metric measures; calculate with metric measures; miles and kilometres; imperial measures) ● **Measurement: Perimeter, Area and Volume** (shapes - same area; area and perimeter; area of a triangle; area of a parallelogram; volume - counting cubes; volume of a cuboid) ● **Number: Ratio** (using ratio language; ration and fractions; introducing the ratio symbol; calculating ratio; using scale factors; ratio and proportion problems) ● **Consolidation**	**Year 5** ● **Number: Decimals** (adding decimals within 1; subtracting decimals within 1; complements to 1; adding decimals - crossing the whole; adding decimals with the same number of decimal places; subtracting decimals with the same number of decimal places; adding decimals with a different numbers of decimal places; subtracting decimals with a different number of decimal places; adding and subtracting wholes and decimals; decimal sequences; multiplying decimals by 10, 100 and 1,000; dividing decimals by 10, 100 and 1,000) ● **Geometry: Properties of Shapes** (measuring angles in degrees; measuring with a protractor; drawing lines and angles accurately; calculating angles on a straight line; calculating angles around a point; calculating lengths and angles in shapes; regular and irregular polygons; reasoning about 3D shapes) ● **Geometry: Position and Direction** (position in the first quadrant; reflection; reflection with coordinates; translation; translation with coordinates) ● **Measurement: Converting Units** (kilograms and kilometres; milligrams and millilitres; metric units; imperial units; converting units of time; timetables) ● **Measurement: Volume** (what is volume?; compare volume; estimate volume; estimate capacity) ● **Consolidation** **Year 6** ● **Geometry: Properties of Shapes** (measures with a protractor; introduce angles; calculate angles; vertically opposite angles; angles in a triangle; angles in a triangle - special cases; angles in a triangle - missing angles; angles in special quadrilaterals; angles in regular polygons; draw shapes accurately; draw nets of 3D shapes) ● **Problem Solving** ● **Statistics** (read and interpret line graphs; draw line graphs; use line graphs to solve problems; circles; read and interpret pie charts; pie charts with percentages; draw pie charts; the mean) ● **Investigations** ● **Consolidation**

	English	My Secret War Diary - creating family trees Character description - family members Diary writing - WW2 Blitz experience Instructions - gas masks Research – air raids, building shelters, dig for victory Poetry writing - Blitz poems Guided Reading – Letters from the Lighthouse Texts: My Secret War Diary, by Flossie Albright - Marcia Williams, Letters from the Lighthouse - Emma Carroll, Goodnight Mister Tom - Michelle Magorian, information texts about World War Two	Newspaper report - alien invasion / meteor sighting Non-chronological report - planets Story writing – short stories Guided Reading – The Watertower Texts: The Watertower - Gary Crew. Short! - Kevin Crossley-Holland, information texts about the solar system	Story writing - Greek Myths Storyboard - Greek Myths Drama - Theseus and the Minotaur Guided Reading – Greeks Myths Texts; The Orchard Book of Greek Myths - Geraldine McCaughrean, Greek Myths - Marcia Williams, information texts about Ancient Greece
	Science	<u>Electricity</u> Problem-solving – An electronic scarecrow! Devise an electronic scarecrow using electrical components (Dragon's Den). Explaining choices made Circuit diagrams and symbols - create diagram of electronic scarecrow Illustrative fair-test – How will the number of batteries (amounts of Volts) affect the brightness of the bulb? Investigating faulty circuits - Saboteurs! make a circuit, alter another circuit, return to own, solve why it isn't working Investigative Fair-test – What affects the brightness of a bulb in a circuit? Exploring how the number of bulbs/cells affects the circuit Investigation - does the thickness of the wire affect the circuit?	<u>Earth and Space</u> Discussion - what do you want to know about our solar system? Describing the movement of the Earth, and other planets, relative to the Sun in the solar system What is in our solar system? - recalling the planets in order, modelling how far apart they are Researching - what is it like on the other planets in the solar system? Creating quick-guides (link to English) Explanation - how do we know that the Earth and Sun are roughly spherical? Exploring - how does the shape of the Moon appear to change over time? - mapping moon phases Exploring the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky Practical investigation - how day and night are created by the Sun and Earth's position Investigate how the sun moves using shadows on the playground Problem-solving – how can we use the Sun to tell the time? Pattern-seeking investigation – How does the length of shadows change over day? <u>Light</u> Investigate - how can we prove that light travels in straight lines? Modelling – how do we see things? - how does the eye work? Exploring - how do we see reflections in a mirror? Fair test investigation - which material is best at reflecting light? Pattern-seeking - how many reflections can we make? Problem-solving - how can we see over a wall/around a corner? - exploring periscopes	<u>Properties and Changes of Materials</u> Comparative test – Which cups let through the most heat? Classifying and sorting everyday materials according to their properties - pupils explain their choices (e.g. conductors of electricity, thermal insulators) Investigating mixing materials in liquids - dissolving and solutions Investigative fair-test - what affects sugar dissolving in water? Simple test – how can we separate mixtures of different solids? - sieving Separating mixtures (filtering, sieving and evaporation) - cleaning water What is the best material for filtering? Chemical reactions - vinegar and bicarbonate of soda Observing candle in a glass jar - why does it extinguish? Investigating how to rust a nail Creating own plastic (milk and vinegar) Which processes are reversible?

History	An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – Battle of Britain ● Chronological Understanding - studying events in WW2 in chronological order; understanding how WW2 affected locality and key British cities/countryside; understanding how world was affected by war (allied/axis countries) ● Historical Knowledge - researching aspects of WW2 (Home Front, Dig for Victory, make do and mend, rationing); understanding evacuation and the Blitz; understanding and writing instruction texts (building Anderson shelter, how to ration, what to do in an air raid); writing Blitz poem (link to English); researching role of countries in war; researching and presenting information posters; role play life of an evacuee ● Interpretations of History - exploring primary and secondary historical sources; artefact handling at Newhaven Fort; research using ICT, information books, photographs, historical documents, diaries, media recordings, newspapers ● Historical Enquiry - understanding how war affected children and everyday life in Britain; researching how WW2 began; exploring diary of a WW2 child; experiencing air raid shelter at Newhaven Fort; Evacuation Day roleplay ● Organisation and Communication - selecting and organising information to produce structured work; making appropriate use of dates and terms; communicating ideas about the past using different genres of writing; drawing diagrams, data-handling, drama role-play, storytelling and using ICT; planning and presenting self-directed project or research about the studied period	An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 – The Space Race ● Chronological Understanding - organising dates in the Space Race between USA and USSR; analysing importance of events ● Historical Knowledge - investigating technological developments as a result of the Space Race; everyday items developed by NASA and other agencies for space travel ● Interpretations of History - exploring primary and secondary historical sources; artefact handling/exhibits at Science Museum; research using ICT, information books, photographs, media recordings, newspapers ● Historical Enquiry - investigating and researching impact of space travel on modern lives; exploring lives of British astronauts: Tim Peake and Helen Sharman ● Organisation and Communication - selecting and organising information to produce structured work; making appropriate use of dates and terms; communicating ideas about the past using different genres of writing; drawing diagrams, data-handling, drama role-play, storytelling and using ICT; planning and presenting self-directed project or research about the studied period	Pre-History Topic - Ancient Greece ● Chronological Understanding - ordering significant Ancient Greek dates on a timeline; researching dates of significant events, discoveries and inventions ● Historical Knowledge - understanding oligarchy, democracy and clashes between Athenians and Spartans; researching hoplite soldiers; researching Ancient Greek beliefs and gods; exploring Greek myths (link to English); understanding effect of empire upon city states; role play Ancient Greek day (designing shields, exploring differences and similarities between Athens and Sparta), label a hoplite ● Interpretations of History - researching using artefacts, ICT, information books and video clips; exploring at Greek pottery and statues; understanding and retelling Greek myths – written and verbal ● Historical Enquiry - understanding democracy and oligarchy; exploring how myths changeover time; researching life in Ancient Greece and the Battle of Marathon ● Organisation and Communication - selecting and organising information to produce structured work; making appropriate use of dates and terms; communicating ideas about the past using different genres of writing; drawing diagrams, data-handling, drama role-play, storytelling and using ICT; planning and presenting self-directed project or research about the studied period
Geography	● Locational Knowledge – identify allied and axis countries on map of Europe; identify consequence of land distribution and treaties following WW1 and how this was a cause of WW2; identify how land borders changed after WW2; identify cities (including London) that were heavily bombed during the war; explore reasons for evacuation and relocation; identify use of shipping routes to transport food and reasons for rationing; explore location of ports as defensive installations and adaptation for military uses – visit Newhaven Fort ● Human and Physical Geography - identify reasons for rationing and political attempt to disrupt trade links; development of growing spaces linked to Dig for Victory; explore women's role in the home front (land army, munitions factories etc.) ● Geographical Skills and Fieldwork - use atlases to identify the map of Europe before and after WW2; identify allied and axis countries; use maps and plans to understand the location and development of Newhaven Fort as defensive port over time	● Locational Knowledge – identify time zones and how day and night are affected by the position of Earth ● Human and Physical Geography - identify and compare key features of biomes and climate zones; describe and understand key aspects of human geography through completing research project into area of redevelopment in Upper Beeding ● Geographical Skills and Fieldwork - use eight compass points to explain direction of the sun throughout the day	● Locational Knowledge – identify effects of empire and how this shaped city states; comparison of physical and human characteristics in two regions – Athens and Sparta ● Place Knowledge - comparison of physical and human characteristics in two regions – Athens and Sparta ● Human and Physical Geography - investigate role of physical features for defence and trade ● Geographical Skills and Fieldwork - use of ancient Greek maps to identify scale of empire; identify how scale of Greek empire changes over time

	Art	● Drawing - observational sketching and drawing exploring line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale; building skylines; observational drawing of famous London landmarks; creating emotive art – WW2 images ● Painting - create background sky effect using poster paints – blending colours; using textures to enhance ● Printing - emotive art - sponge printing; blending colours to create fiery sky; creating stencil for building skyline ● Collage - creating wartime landmark building; embellish using fine liners ● Textiles – Dojo creature - investigating materials, tools and techniques; follow design criteria, annotate design and make decisions; explore functionality, innovation, purpose; use evaluations, mock-ups, prototypes ● Sculpture - Artist study of Henry Moore. Plan and create a sculpture using tin foil to mold human forms in a wartime setting Artist study – Henry Moore	● Drawing - observational sketching and drawing exploring line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale; the moon, looking in detail at the craters, dark side of the moon; using chalk and pastels to add depth, shape and structure; using smudging, shading and layering techniques to replicate moon sketches onto black paper – working in reverse – hatching, contour hatching, cross hatching, stippling, scumbling; exploring pressure to create grey tones; creating 3D effects; creating spacescapes using chalk pastels; creating chalk pastel planets; designing aliens focusing on features and detail –choosing favourite design to be made out of clay. ● Collage - cut out planets for spacescapes ● 3D Sculpture - clay aliens - plan through drawing and other preparatory work; develop cutting and joining skills; produce intricate patterns and textures in malleable media; portraits - develop clay modelling and using clay tools; planning and designing; using tools and materials to carve, add shape, add texture and pattern Artist study – Peter Thorpe	● Drawing - observational sketching and drawing exploring line, marks, form, shapes, tone, textures, patterns, blending, simple perspective and compositional scale; pattern borders, geometric shapes, black action silhouette figures, Greek pottery ● Painting - painting and embellishing papier-mache Greek vase ● Collage - 2D - wax resist effects; designing Greek pots; scratching using techniques to create pattern; 3D - Greek pots; focus on shape, form, model and construct from observation or imagination; use recycled, natural and man-made materials to create sculptures; plan sculpture through drawing and other preparatory work; produce intricate patterns and textures in malleable media ● 3D Sculpture - papier mache Greek pottery; creating shape, form, model and construct from observation or imagination, using papier mache to create a Greek vase Artist Study – Greek Architects
	Computing	**Communication and Collaboration** ● -To explain the importance of internet addresses ● -To recognise how data is transferred across the internet ● -To explain how sharing information online can help people to work together ● -To evaluate different ways of working together online ● -To recognise how we communicate using technology ● -To evaluate different methods of online communication **Creating Digital Media – WW2 Radio Show** ● -To identify that sound can be recorded ● -To explain that audio recordings can be edited ● -To recognise the different parts of creating a podcast project ● -To apply audio editing skills independently ● -To combine audio to enhance my podcast project ● -To evaluate the effective use of audio	**Programming - Variables** ● -To define a 'variable' as something that is changeable ● -To explain why a variable is used in a program ● -To choose how to improve a game by using variables ● -To design a project that builds on a given example ● -To use my design to create a project ● -To evaluate my project **Programming – Selection in Quizzes** ● -To explain how selection is used in computer programs ● -To relate that a conditional statement connects a condition to an outcome ● -To explain how selection directs the flow of a program ● -To design a program which uses selection ● -To create a program which uses selection ● -To evaluate my program	**Creating Digital Media – Video Editing** ● -To explain what makes a video effective ● -To identify digital devices that can record video ● -To capture video using a range of techniques ● -To create a storyboard ● -To identify that video can be improved through reshooting and editing ● -To consider the impact of the choices made when making and sharing a video **Flat-file Databases** ● -To use a form to record information ● -To compare paper and computer-based databases ● -To outline how you can answer questions by grouping and then sorting data ● -To explain that tools can be used to select specific data ● -To explain that computer programs can be used to compare data visually ● -To use a real-world database to answer questions

	DT	Textiles, Combining different fabric shapes –Dojo creature ● Design - generate ideas through research; develop, model and communicate ideas; design purposeful, functional, appealing product ● Make - produce detailed lists of equipment and fabrics; formulate step-by-step plans; select and use range of tools and equipment ● Evaluate - investigate and analyse textile products; compare final product to original design specification; test products and evaluate quality of design, manufacture, functionality and fitness for purpose; consider other views to improve work ● Technical knowledge - 3-D textile product made from combination of pattern pieces, fabric shapes and different fabrics; fabrics can be strengthened, stiffened and reinforced	Electrical systems, monitoring and control - moon buggies/space rovers ● Design - develop design for functional product that responds automatically to changes in the environment; generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuit diagrams ● Make - formulate step-by-step plan, listing tools, equipment, materials and components; select and assemble materials, connect electrical components to produce reliable, functional product; create and modify computer control program to enable electrical product to respond to changes in the environment. ● Evaluate - evaluate and modify working features; test system ● Technical knowledge - understand and use electrical systems; understand use of computer control systems; apply understanding of computing to program, monitor and control products; know and use relevant technical vocabulary	Celebrating culture and seasonality – dips and flatbreads ● Design - generate ideas through research and discussion; explore range of ideas; make design decisions linked to user and purpose; annotate sketches to communicate ideas ● Make - Write step-by-step recipe, list ingredients, equipment and utensils; select and use utensils and equipment to measure and combine ingredients; make, decorate and present food product ● Evaluate - carry out sensory evaluations; record evaluations using tables/graphs/charts; evaluate final product vs design brief; understand how key chefs have influenced eating habits ● Technical knowledge - how to use utensils and equipment including heat sources; understand seasonality; know and use relevant technical and sensory vocabulary
	MFL (French)	Listening, speaking, reading and writing ● teacher's instructions ● register taking ● greetings ● questions - *comment ça va?* - elaborate on answer ● countries in Europe ● personal information about themselves ● numbers to 30 and 50 ● Christmas traditions ● Christmas songs Grammar ● verbs – begin to use the past tense, reinforce understanding of future tense ● adverbs ● gender – masculine, feminine nouns (singular and plural), correct use of definite and indefinite articles and adjectives ● how to form a negative	Listening, speaking, reading and writing ● school map work, naming rooms/areas in school ● school subject and express opinion of likes and dislikes ● classroom objects Grammar ● verbs – begin to use the past tense, reinforce understanding of future tense ● adverbs ● gender – masculine, feminine nouns (singular and plural), correct use of definite and indefinite articles and adjectives ● how to form a negative	Listening, speaking, reading and writing ● naming sports and express preferences of sports ● healthy living ● food in a café ● numbers 50 and 100 Grammar ● verbs – begin to use the past tense, reinforce understanding of future tense ● adverbs ● gender – masculine, feminine nouns (singular and plural), correct use of definite and indefinite articles and adjectives ● how to form a negative

	Music	Topic-related Music ● Explore the music that was played and listened to during World War 2. ● Explore the swing/big band era and the instruments that were used. ● Learn to sing a song (Hey Mr Miller) in the style of Glenn Miller/Big Band. ● Learn to play C Jam Blues on tuned percussion/keyboards with some improvisation. World War Two Listening and Reviewing Bartok - Concerto for Orchestra (Mvmt 1), Django Reinhardt - Nuages, Glen Miller - Little Brown Jug, Vera Lynn - White Cliffs of Dover, Shostakovich – Leningrad Symphony, Rogers and Hammerstein - Oklahoma (Surrey with the fringe on top) Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles Christmas Songs Performing Learn songs and memorise for Christmas Concert involving harmony and part singing; rhythm games – keeping the pulse, copying a range of rhythmic patterns Interrelated Dimensions ● Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure) are covered through all elements of performing, listening and appraising. Vocabulary: syncopated rhythm; harmony, chords, acappella, repeat signs, pentatonic scale, improvisation, blues, swing band, jazz, treble clef, time signature, key signature	Topic-related Music Performing ● Sing *Earth, Space and all that Jazz* (Sing Up); ● Accompany the song (bass ostinato on tuned percussion – look at descending 4 chord progression); sing *Spaceship Jam* – a song in 3 parts; ● Choreography to accompany song; taking 'horn' rhythms and putting them to untuned instruments Listening and Reviewing identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles The Planets - Holst - Mars – The Bringer of War, Venus – The Bringer of Peace, Mercury – the winged messenger, Jupiter – the Bringer of Jollity, Saturn – the Bringer of Old Age, Neptune – The Mystic - Happy (Charanga) Performing ● Sing *Happy* - Pharrell Williams; play a tuned instrument along with melody Listening and Reviewing identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles Happy - Pharrell Williams, Top Of The World - The Carpenters, Don't Worry, Be Happy - Bobby McFerrin, Walking On Sunshine - Katrina And The Waves, When You're Smiling - Frank Sinatra , Love Will Save The Day - Brendan Reilly Improvising and Composing ● Learn riffs and use them as building blocks to make up own tunes to improvise; ● Compose using the on-screen Music Explorer Composition Tool (Charanga) Interrelated Dimensions ● Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations	Summer Production Songs Performing Learn songs and choreography for summer production BBC 10 Pieces - Ravi Shankar Performing ● Create own piece of music using instruments and voice; ● Perform as an ensemble; ● Learn musical language appropriate to task Listening and Reviewing - Symphony Finale Ravi Shankar - identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody); describe and give opinions of the music heard with confident use of an extended range of musical terminology; listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles Improvising and Composing ● Learn about drones and ragas; ● Improvise and compose music for a range of purposes using interrelated dimensions of music Interrelated Dimensions ● Pitch, Duration, Dynamics: Tempo, Timbre, Texture, Structure are covered through all elements of performing, listening and appraising. Vocabulary: syncopated rhythm; harmony, chords, acappella, repeat signs, coda, drone, ostinato, rondo, theme and variations

	P E	● **Dance** – ● Pupils will focus on developing an idea or theme into dance choreography. They will work in pairs and groups using different choreographing tools to create dances e.g. formations, timing, dynamics. Pupils will have opportunities to choreograph, perform and provide feedback on dance. Pupils think about how to use movement to convey ideas, emotions, feelings and characters. Pupils will show an awareness of keeping others safe and will have the opportunity to lead others through short warm ups. ●**Gymnastics** – ● In this unit, pupils use their knowledge of compositional principles e.g. how to use variations in level, direction and pathway, how to combine and link actions, how to relate to a partner and apparatus, when developing sequences. They build trust when working collaboratively in larger groups, using formations to improve the aesthetics of their performances. Pupils are given opportunities to receive and provide feedback in order to make improvements on performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. ●**Football** - ● Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees. ●**Swimming** – ● Develop basic water safety skills and understand the dangers that water can pose; develop competence in pushes and glides, increasing distance each time; develop technique in the four main strokes (crawl, breaststroke, back crawl & butterfly); develop effective breathing control techniques; swim confidently for at least 25m; compete against peers and other schools in races across all four strokes	● **Dodgeball** – ● Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances. ●**Basketball** – ● In this unit pupils will develop key skills and principles such as defending, attacking, throwing, catching, dribbling and shooting. Pupils will learn to use attacking skills to maintain possession as well as defending skills to gain possession. Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition. They develop their understanding of the importance of fair play and honesty while self managing games, as well as developing their ability to evaluate their own and others' performances. ●**Hockey** – ● In this unit pupils will improve their defending and attacking skills playing even-sided games. They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure. Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition. Pupils will comment on their own and other's performances and suggest ways to improve. They will also recognise the importance of fair play and honesty while self managing games. ●**Benchball** – ● Consistently use sport-specific skills with co-ordination, control and fluency; make use of space in attack and defence; develop a strong understanding of different roles and positioning	● **Handball** – ● Pupils will develop key skills of attacking and defending such as throwing, catching, dribbling, intercepting and shooting. Pupils use these skills to maintain possession of the ball and to create scoring opportunities in attack. They will develop defending principles such as gaining possession of the ball, denying space and stopping goals. They will be encouraged to work collaboratively to develop strategies and tactics in both attack and defence. They develop their understanding of the rules and the importance of fair play and honesty whilst self-managing matches. They will improve their ability to evaluate their own and others' performance. ●**Tennis** – ● In this unit pupils develop their racket skills when playing tennis. They learn specific skills such as a forehand, backhand, volley and underarm serve. Pupils develop their tactical awareness including how to play with a partner and against another pair. They are encouraged to show respect for their teammates as well as their opponents when self managing games. Pupils are also given opportunities to reflect on their own and other's performances and identify areas to improve. ● **Athletics** – ● In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others. ● **Rounders** – ● Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball. They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils work with a partner and group to organise and self-manage their own games. Pupils play with honesty and fair play when playing competitively.

	PSHE	<u>Me and My World</u> Writing class rules/electing class reps Bikeability Internet and mobile phone safety Basic first aid - Connor's 5 How do you get help? 999 <u>We are all Different</u> Black History – sports stars (Lewis Hamilton, Muhammed Ali, Jesse Owens) What was the Black Slave Trade? Children In Need Anti-bullying Cyber-bullying The role of volunteers and charity in the UK	<u>Dreams and Goals</u> New Year Resolutions Saving money Making economical choices 'Apprentice Week' – linked to enterprise <u>Healthy Me</u> Managing risks, dangers and hazards Being resilient Resisting pressure from peers Fire safety (WSFS)	<u>Relationships</u> Friendships and relationships at school Are all friendships healthy? Personal space and boundaries Can dares be a good thing? Overcoming fears Marriage/civil partnerships/committed relationships <u>Changing Me</u> Living and Growing – ● How babies are made? ● How babies are born? ● Boy Talk ● Girl Talk Year 6 - What is puberty? Adulthood? What is a boyfriend/girlfriend? Transition to Y6/7
	RE	<u>Hinduism</u> What is the best way for a Hindu to show commitment to God? ● Debate - should everyone be a vegetarian? How committed would you be? ● Exploring the puja shrine ● Discussion of the Vedas (four goals -purusharthas) ● Researching the importance of the River Ganges ● How do Hindus show commitment in different ways? ● Visualisation exercise - feeling peaceful <u>Christianity</u> Is the Christmas story true? ● Watch news clip (e.g. robbery) what happened? Is everyone's point of view the same? ● Recall the Christmas Story - Who was there? ● Explore different versions of the story and compare ● Christian visitor - what does Christmas mean to them? ● Sharing opinion - do you think the Christmas story is true?	<u>Hinduism</u> How can Brahman be everywhere and in everything? ● Creating personality cubes - the different roles we have ● Exploring Brahman and the tri-murti ● Information posters about the roles of a god/goddess ● Reflection - how can Brahman be in everything? ● Listening to Aum ● Window to the World - image collage of ways we treat the world - good and bad <u>Christianity</u> Did God intend for Jesus to be crucified and if so was Jesus aware of this? ● Discussion - what do you have control of in your life? ● Explore the events of Holy Week - was this part of God's plan? Was Jesus aware of God's plan? ● Research people with a strong sense of destiny (Gandhi, Mother Teresa, Martin Luther King, Florence Nightingale) ● What is your dream/goal?	<u>Hinduism</u> Do beliefs in karma, samsara, and moksha help Hindus lead good lives? ● What are positive and negative consequences in a chain of events? ● Scenarios - what choices can be made to these events? ● Making Snakes and Ladders games - exploring life choices and consequences ● Investigate Karma, Samsara and Moksha ● Hindu visitor - how do the four rules affect your life? ● Making board games depicting consequences of Hindu life ● Creating artwork depicting what happens to us after we die <u>Christianity</u> What is the best way for a Christian to show commitment to God? ● Debate - is it ok to lie? ● Look at Ten Commandments - order them in importance ● How can we show love, patience, peace, etc? ● Discussion - why do people pray? ● Write reply letter to child who no longer wants to go to church ● Reflection tree - children write on apple outline what commitment means to them (class display)