



Year 5 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Victorians		Ancient Egyptians		European and UK rivers, mountains and coasts	
English	<u>Writing to entertain</u> Narratives - Street Child by Berlie Doherty Poetry - The Highwayman by Alfred Noyes <u>Writing to persuade</u> Letter to persuade the Grinch not to steal Christmas <u>Writing to inform</u> Biographies - Famous Victorians Explanation texts - Heath Robinson <u>Writing to entertain (poetry)</u> The Tyger by William Blake The Highwayman by Alfred Noyes Caged Bird by Maya Angelou Spoken word poetry Black Lives Matter Spoken Word Poem by Licy Be		<u>Writing to entertain</u> The Egyptian tomb – literacy shed <u>Writing to inform</u> Explanation texts - mummification Biography – Howard Carter Newspaper writing - Science week <u>Writing to entertain (poetry)</u> Inside the Owl's Eye by Pie Corbett Life doesn't frighten me by Maya Angelou		<u>Writing to entertain</u> Lover of the Light video - Mumford and Sons Narratives (Titanium) <u>Writing to inform</u> Discussion - tourists on Mount Snowdon Newspaper writing - (Titanium) <u>Writing to discuss</u> Discussion text - Use of plastic (Flotsam) formal letters instead <u>Writing to entertain (poetry)</u> A river – Marc Martin Night Clouds by Amy Lowell River Journey by Moira Andrew	

Maths	<u>Place Value</u> Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 , 100 000 and 1,000,000 Solve number problems and practical problems that involve all of the above. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. <u>Addition and subtraction</u> Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	<u>Multiplication and division (A)</u> Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). <u>Fractions (A)</u> Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed	<u>Multiplication and division (B)</u> Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	<u>Decimals and percentages</u> Read and write decimal numbers as fractions Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places. Recognise the per cent symbol (%) and understand that per cent relates to ‘number of parts per hundred’, and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25. <u>Perimeter and area</u> Measure and calculate the perimeter of	<u>Shape</u> Identify 3-D shapes, including cubes and other cuboids, from 2-D representations. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Identify: - angles at a point and one whole turn. - angles at a point on a straight line. - $\frac{1}{2}$ a turn. - other multiples of 90°. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. <u>Position and direction</u> Place shapes in the first quadrant. Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate	<u>Negative numbers</u> Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero. <u>Measure (volume)</u> Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between units of time. Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal
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	Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.	numbers by whole numbers, supported by materials and diagrams	<u>Fractions (B)</u> Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number	composite rectilinear shapes in centimeters and metres. Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm ²) and square metres (m ²) and estimate the area of irregular shapes. <u>Statistics</u> Solve comparison, sum and difference problems using information presented in a line graph. Complete, read and interpret information in tables, including timetables.	language, and know that the shape has not changed. <u>Decimals</u> Solve problems involving number up to three decimal places. Add and subtract decimal numbers up to 2 dp Multiply and divide decimals by 10, 100 and 1,000.	notation, including scaling.
Science	<u>Mixtures and separation</u> Know that some materials will dissolve in liquid to form a solution. Can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes.	<u>Properties and change</u> Compare and group together everyday materials on the basis of their properties. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	<u>Earth and space</u> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Describe the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun	<u>Animals including humans</u> Describe the changes as humans develop to old age. Understand that all living things have life cycles <u>Living things and their habitats.</u> Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals.	<u>Forces</u> Explain that unsupported objects fall towards the Earth because of the force of <u>gravity</u> acting between the Earth and the falling object. I can identify the effects of <u>air resistance</u> when it acts between moving surfaces. Identify the effects of <u>water resistance</u> when it acts between moving surfaces.	<u>Does the size of an asteroid affect its impact strength?</u>

			across the sky.		Identify the effects of friction when it acts between moving surfaces. Know that some simple machines allow a smaller force to have a greater effect.	
Computing	<u>Internet Safety</u> Know the risks posed to them by using Social Media, including understanding that people may not be who they say they are Know that it is irresponsible to share images of friends online without their permission. Know how to report concerns online Effectively use a search engine to find multiple criteria using AND/OR Compare information from different websites and know that some sites may show bias +-+	<u>Scratch (Pong)</u> Use variables, conditional sentences (when/then), external triggers and loops Explain how their program works Begin to identify bugs in programs written by others	<u>Internet Safety refresher lesson</u> <u>Typing Skills - Slides</u> Create basic presentation including text and images Change layout Add transitions and animations Add photos and videos taken Confidently format text including wrapping and layering Begin to evaluate the effectiveness of own and others work	<u>Radio Programs</u> Use search engines (Swiggle) to effectively collect information and images Plan and create audio content - Anchor View and evaluate the recording process	<u>Internet Safety refresher lesson</u> <u>Data – Sheets</u> Collect and input data Use the 'AND' function Use the 'SUM' function to calculate the total of a set of numbers in a range of cells Copy cells Change data in a spreadsheet to answer 'what if...?' questions and check predictions. Create pie charts and line graphs	<u>Probots</u> Solve problems by decomposing them into smaller parts use repeat command use of properties of shapes/angles to create triangles, squares, rectangles and hexagons debug programs that accomplish specific goals

Geography	Victorians Trade and Economics Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Begin to use primary and secondary sources of evidence in their investigations. Recognise geographical issues affecting people in different places and environments. Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages. Describe in detail, economic activity including trade links. Describe the distribution of natural resources including energy, food, minerals & water in the continents & countries studied. Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales.	Victorians Local Area Begin to use primary and secondary sources of evidence in their investigations. Describe in detail types of settlement, land use patterns and how some aspects have changed over time. Draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key. Use and recognise OS map symbols. Find/recognise places on maps of different scales. Use 8 figure compass points, use 4 figure and begin to use 6 figure grid references	Egyptians Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments. Locate the world's countries on a variety of maps, Identify the position/ significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic and time zones. Describe in detail types of settlement, land use, economic activity including trade links e.g River Nile Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Biomes and climate zones Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Begin to use primary and secondary sources of evidence in their investigations. Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts.	European and UK rivers, mountains and coast Recognise geographical issues affecting people in different places and environments. Begin to use primary and secondary sources of evidence in their investigations. Name & locate the counties and cities of the UK using maps of different scales. Name and locate geographical regions of the UK & their identifying physical and human characteristics. Describe processes that give rise to key physical & human geographical features of the world and how these are interdependent. Name UK and European rivers.. Name UK and European mountains Identify topographical features including hills, mountains, coasts and rivers. Recognise contour lines on an OS map	Marvellous maps Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Measure straight line distances on a plan. Begin to use atlases to find out other information (e.g. temperature). Find/recognise places on maps of different scales
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History	<u>Victorians</u> <u>How did the railways change the lives of people in Victorian Britain? How safe was it to work in Victorian Britain?</u> Chronology:I can use dates to place the Victorian period on a timeline. Chronology:I can identify the periods of history before and after this time. Events, People and Changes:I can compare trade and technology between the Viking period of rule, the beginning of the Victorian period and today. Sources and interpretation:I can use a number of sources to prove a hypothesis. Sources and interpretations:I can use historical vocabulary to describe historical events. Causes and Consequences:I can research and then explain the change in technology during the Victorian period. Causes and Consequences:I can explain how the development in technology in Britain, during this period has had an effect on the World. Causes and consequences:I can explain what the British Empire is and how this affected trading around the World. Causes and consequences:I can find out how the British Empire expanded and the impact of this on Britain. Similarities and differences:I can explain what the slave trade is and how this ended during the Victorian period. Similarities and differences:I can use sources to understand the role of black, Asian and mixed ethnic groups in Victorian Britain. Communication:I can identify, ask historical questions, hypothesise and find out about a significant figure in Victorian Britain from sources.	<u>Ancient Egyptians</u> <u>What was it like to live near the River Nile in Egypt?</u> Chronology: I can identify where Ancient Egypt fits chronologically within the units I have studied. Chronology: I can use dates and historical terms (kingdoms and dynasties) when sequencing events in Ancient Egypt. Chronology: I can identify the order of the main events in Ancient Egypt. Events, people and changes: I can name and explain the role of pharaohs in Ancient Egypt. Events, people and changes: I can name the first pharaoh, the first female pharaoh, Pharaoh Tutankhamun, Pharaoh Cleopatra. Events, people and changes: I can name the changes that happened because of the introduction of bronze. Events, people and changes: I can name the changes that happened because of the invention iron tools and the impact of this on farming. Interpretation, enquiry and using sources: I can create historically valid questions. Interpretation, enquiry and using sources: I can create a hypothesis based on sources and my knowledge of Ancient Egypt. Interpretation, enquiry and using sources: I can choose relevant sources to support an enquiry. Interpretation, enquiry and using sources: I can evaluate sources and make simple inferences. Interpretation, enquiry and using sources: I can give reasons for different answers to historic questions. Cause and consequence: I can recognise why mummification was important and what the Ancient Egyptians thought the consequences of this were. Cause and consequence: I can identify the cause of why the Ancient Egyptians invented hieroglyphics and the consequence this had on society then and now.	Local History Unit - Emily Davison <u>Was Emily Davison hero or fool?</u> Chronology: I can identify when Emily Davison was alive and the time periods that were before, during and after her life. Cause and consequence: I can identify what happened in Britain due to the actions of Emily Davison. Significance: I can explain the role of women in Victorian times. Cause and consequence: I can recognise why Emily Davison wanted to support womens right to vote. Events, People, Changes: I can recognise why she is famous in our local area and nationally. Communication: I can explain what evidence I have found to form my opinion of historical events. Interpretations of sources: I can use sources to inform my opinion of Emily Davison.
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	Significant figures: Queen Victoria, Prince Albert, Henry Ford, Lewis Carroll/Charles Dickens, Thomas Barnardo, Samuel Coleridge-Taylor, Florence Nightingale, Ada Lovelace	Similarities and differences: I can explain the differences and similarities between settlements in Ancient Egypt and Bronze Age Britain. Similarities and differences: I can explain the differences and similarities in the types of jobs between Ancient Egypt and Bronze Age Britain. Similarities and differences: I can explain the differences and similarities between how the Egyptian pharaohs and the Royal British family today were honoured in death. Significance: I can explain the significance of Howard Carter finding Tutankhamun's tomb. Significance: I can explain why Cleopatra is remembered as a key Egyptian pharaoh. Significance: I can explain the significance of the development of paper. Communication: I can explain what evidence I have found to form my opinion of historical events. 3	
DT	<u>Mechanical systems –controllable with pulleys or gears - Victorian merry go round</u> Understand how cams, pulleys and gears create movement	<u>Food – Celebrating culture and seasonality</u>	<u>Structures - Bridges</u> Know how to reinforce/strengthen a 3D framework.
	Generate ideas through brainstorming and identify a purpose for their product. Draw up a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately. Cut and join with accuracy to ensure a good-quality finish to the product.	Know that recipes can be adapted to change the appearance, taste, texture and aroma. Know that different foods contain different substances - nutrients, water and fibre - that are needed for health. Understand the need for correct storage. Measure accurately. Work out ratios in recipes. Know that food is grown, reared and caught in the UK, Europe and the wider world. Know that seasons may affect the food available. Understand how food is processed into ingredients that can be eaten or used in cooking.	Generate ideas through brainstorming and identify a purpose for their product. Draw up a specification for their design. Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail. Select appropriate materials, tools and techniques. Measure and mark out accurately. Use skills in using different tools and equipment safely and accurately.

	Accurately apply a range of finishing techniques, including those from art and design. Use techniques that involve a number of steps. Demonstrate resourcefulness, e.g. make refinements Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others.	Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Cut and join with accuracy to ensure a good-quality finish to the product. Accurately apply a range of finishing techniques, including those from art and design. Use techniques that involve a number of steps. Demonstrate resourcefulness, e.g. make refinements Evaluate a product against the original design specification. Evaluate it personally and seek evaluation from others.
Art & design	William Morris Prints <i>Styrofoam or block and string printing techniques based on the work of Morris</i> Knowledge of Crafts Makers - William Morris Use the work of crafts makers to replicate ideas or inspire their own work. Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Printing - Explore a variety of different techniques. Choose the printing method appropriate to task. Build up layers and colours/textures.	Egyptian embroidery <i>Sew an Ancient Egyptian inspired wall hanging on fabric</i> Knowledge of Artists - Ancient Egyptian wall paintings Use the work of crafts makers to replicate ideas or inspire their own work. Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Textiles - Join fabrics in different ways, including stitching. Use different grades and uses of threads and needles. Extend their work within a specified technique. Evaluating and developing work	Landscape Art <i>Landscape paintings in the style of Claire Bremner</i> Knowledge of Artists - Claire Bremner Use the work of artists to replicate ideas or inspire their own work. Exploring and developing ideas Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Drawing and mark making- Use a variety of source material for their work. Work in a sustained and independent way from observation, experience and imagination. Use a sketchbook to develop ideas. Explore the potential properties of the visual elements, line, tone, pattern, texture, colour and shape. Painting -

Work relatively independently.

Evaluating and developing work

Select and develop ideas confidently, using suitable materials confidently.

Improve quality of sketchbook with mixed media work and annotations.

Select own images and starting points for work.

Develop artistic/visual vocabulary when talking about own work and that of others.

Begin to explore possibilities, using and combining different styles and techniques.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further.



Select and develop ideas confidently, using suitable materials confidently.

Improve quality of sketchbook with mixed media work and annotations.

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Adapt their work according to their views and describe how they might develop it further.



Demonstrate a secure knowledge about primary and secondary, warm and cold, complementary and contrasting colours.

Work on preliminary studies to test media and materials.

Create imaginative work from a variety of sources.

Evaluating and developing work

Select and develop ideas confidently, using suitable materials confidently.

Improve quality of sketchbook with mixed media work and annotations.

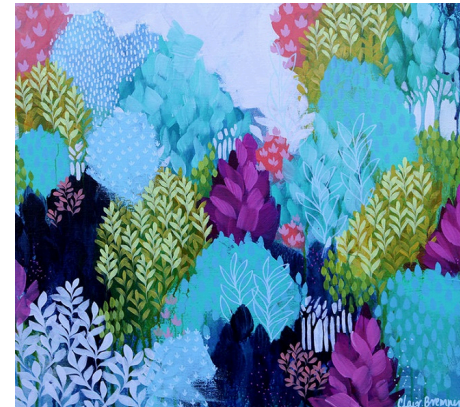
Select own images and starting points for work.

Develop artistic/visual vocabulary when talking about own work and that of others.

Begin to explore possibilities, using and combining different styles and techniques.

Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.

Adapt their work according to their views and describe how they might develop it further.



RE	<u>What do Christians believe about creation?</u> - Link with Science curriculum: creation / evolution theories • Humanity has choices – ‘free will’ • All of creation is affected by ‘the fall’ • One day there will be a new creation Skills: -Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. - Begin to consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all and respond thoughtfully to ideas about community, values and respect	<u>How did the Church begin, and where is it now?</u> - Birth of the Church at Pentecost • God calls the Church to do God’s work in the world and be ‘good news’ • Baptism, worship & service are signs of membership Skills: Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	<u>What does it mean to be part of a synagogue community?</u> -Centrality of Torah to worship (e.g. shema) • Commitment to justice / living according to mitzvot in the Torah • Synagogue: place of learning, worship & gathering Skills: -Begin to explain, with reasons, the meaning and significance of religion/faith to individuals and communities.	<u>Why is the idea of rescue so important to Christians?</u> God’s ‘Big Story’ – the rescue plan • Stories of salvation across OT & NT • ‘Salvation’ in the Easter story • Creative expressions of salvation Skills: Begin to explain, with reasons, the meaning and significance of religion/faith to individuals and communities. Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	<u>ISLAM: What helps Muslims to live a good life?</u> -Five pillars as duties for living a good life • Fasting and celebrating contribute to a good life • Hadith & sunnah as guidance to follow Skills: -Suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality. -Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities	<u>What does it mean to lead a Good life?</u> -How do different people answer this question? • Does collaborating make life better? • What might the consequences of not living a good life be? • Impact of good life on world, global / local community & self identity Skills: Begin to explain, with reasons, the meaning and significance religion/faith to individuals and communities -Apply and express their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair
PSHE	RESPECT (School Value) <u>Being a Citizen in My Country</u> I can face new challenges positively and know how to set personal goals	Kindness (School Value) <u>Celebrating Difference</u> I understand that cultural differences	Friendship (School Value) <u>Dreams and Goals</u> I understand that I will need money to help me achieve some of my dreams	Independence (school value) <u>Healthy Me</u> I know the health risks of smoking and can tell you how tobacco affects	Determination (school value) <u>Relationships</u> I have an accurate picture of who I am as a person in terms of my	Enthusiasm (school value)

	I understand my rights and responsibilities as a citizen of my country I understand my rights and responsibilities as a citizen of my country and as a member of my school I can make choices about my own behaviour because I understand how rewards and consequences feel I understand how an individual's behaviour can impact on a group I understand how democracy and having a voice benefits the school community and know how to participate in this	sometimes cause conflict I understand what racism is I understand how rumour-spreading and name-calling can be bullying behaviours I can explain the difference between direct and indirect types of bullying I can compare my life with people in the developing world I can understand a different culture from my own	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it I can describe the dreams and goals of young people in a culture different to mine I understand 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 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	the lungs, liver and heart I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I understand how the media, social media and celebrity culture promotes certain body types I can describe the different attitudes people have to food and how these can be affected by external influences I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy	characteristics and personal qualities	
Music	Sing expressively, with attention to breathing and phrasing; Sing a second part in a song; Respond to leader or conductor; Use body percussion, instruments and voices.		Copy simple melodies by ear or from reading notation; Perform from memory or with notation, with confidence and accuracy; Use music technology, if available, to capture, change and combine sounds;		Read, respond and explore standard notation using semibreves, minims, crotchets, quavers and their rests; Identify Stave and symbols on the stave, treble clef, time signature, bar and barlines;	

	Learn to play one or more melodic instrumental parts, by ear and from notation; Recognise music notation: Semibreves, minims, crotchets, quavers and their rests. Identify the names of the pitched notes on a staff: C, D, E, F, G, A and B; Identify different dynamics in the music. Rehearse and learn to play a simple melodic/harmonic instrumental part by ear or from notation - xylophone.		Recognise ensembles and groups of instruments; Identify instruments by ear and through a range of media; Recognize different music styles; Learn to play one or more melodic instrumental parts, by ear and from notation - Ukelele;		Read and perform pitch notation within an octave (C - C) Play and improvise using a Pentatonic scale on C; Create music in response to music and video stimulus.	
PE	<u>Fitness:</u> I can analyse my performance in relation to the fitness component being used. I can work with others to manage activities. I demonstrate good balance and control when performing other fundamental skills. I show accuracy and power when throwing for distance. I understand the different components of fitness and how they help me in other activities. I understand what my maximum effort looks and feels like and I am determined to achieve it. <u>Hockey:</u> I can communicate with my team and move into space to keep possession and score.	<u>Football:</u> I can communicate with my team and move into space to keep possession and score. I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can often make the correct decision of who to pass to and when. I can use tracking and intercepting when playing in defence. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the	<u>Gymnastics:</u> I can create and perform sequences using apparatus, individually and with a partner. I can lead a partner through short warm-up routines. I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. I can use feedback provided to improve my work. I can use set criteria to make simple judgments about performances and suggest ways they could be improved. I can use strength and flexibility to improve the quality of a performance.	<u>Dodgeball:</u> I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use these.	<u>Cricket:</u> I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for	<u>Rounders:</u> I am beginning to strike a ball with a rounders bat. I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time.

	I can dribble, pass, receive and shoot the ball with some control under pressure. I can identify when I was successful and what I need to do to improve. I can use tracking, tackling and intercepting when playing in defence. I know what position I am playing in and how to contribute when attacking and defending. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can use them most of the time to play fairly and honestly. I understand there are different skills for different situations and I am beginning to apply this.	time to play honestly and fairly. I understand there are different skills for different situations and I am beginning to apply this. Dance: I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music.	I can work safely when learning a new skill to keep myself and others safe. Indoor Athletics: I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.	Dance: I can accurately copy and repeat set choreography. I can choreograph phrases individually and with others considering actions and dynamics. I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing. I can lead a group through short warm-up routines. I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus. I can suggest ways to improve my own and other people's work using key terminology. I can use counts when choreographing to stay in time with others and the music. I can use feedback provided to improve my work.	different situations and I am beginning to use this. Athletics: I can choose the best pace for a running event. I can identify good athletic performance and explain why it is good. I can perform a range of jumps showing some technique. I can show control at take-off and landing in jumping activities. I can take on the role of coach, official and timer when working in a group. I can use feedback to improve my sprinting technique. I persevere to achieve my personal best. I show accuracy and power when throwing for distance.	I understand there are different skills for different situations and I am beginning to use this. Ultimate Frisbee: I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this. I am developing a wider range of skills and I am beginning to use these under some pressure. I can identify when I was successful and what I need to do to improve. I can throw accurately at a target using one type of throw..
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	Understand simple opinions. Recognise typical conventions of word order and compare with English. Understand and use negative statements Ask and answer more complex familiar questions with a scaffold of responses. Express simple opinions Ask for clarification and help. Use familiar vocabulary to say more complex sentences using a language scaffold. Develop accuracy in pronunciation and intonation Manipulate language by changing elements in a sentence. Understand and use negative statements. Apply knowledge of language rules and conventions when building short sentences. Follow the simple text of a familiar song or story and sing or read aloud. Read and understand some of the main points from a short text. Recognise typical conventions of word order and compare with English. Understand and use negative statements. Use question forms. Use phonic knowledge to support accurate pronunciation and to say simple words and phrases.					
Visits/ visitors	Preston Manor			Egyptian workshop		Bough Beech reservoir