

MATHS
White Rose
NCETM
NRICH

AUTUMN 1
JOURNEYS

AUTUMN 2
JOURNEYS

SPRING 1
ANCIENT
CIVILISATIONS

SPRING 2
AMAZING
AMERICAS

SUMMER 1
EARTH AND
SPACE

SUMMER 2
EARTH AND
SPACE

Number and Place Value

- Count forwards or backwards in steps of powers of 10 for numbers up to one million.
- Count forwards and backwards through zero.
- Read Roman numerals to 1,000 (M).
- Read, write, order and compare numbers to at least a million, and determine the value of each digit.
- Recognise the place value of each digit in numbers with up to 2 decimal places, and compose and decompose numbers with up to 2 decimal places using standard and non-standard partitioning.
- Divide 1 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in units of 1 with 2, 4, 5 and 10 equal parts.
- Round any number up to one million to the nearest 10, 100, 1000, 10000 and 100000.
- Use rounding to check calculations and determine levels of accuracy.
- Interpret negative numbers in context.

Addition and Subtraction

- Add and subtract numbers with more than four-digit using columnar methods.
- Add and subtract increasingly large numbers mentally.
- Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
- Solve addition, subtraction, multiplication and division problems, including understanding the meaning of the equals symbol.

Multiplication and Division:

- Multiply and divide numbers by 10 and 100; understand this as equivalent to making a number 10 or 100 times the size, or 1 tenth or 1 hundredth times the size.
- Secure fluency in multiplication table facts, and corresponding division facts, through continued practice.
- Find factors and multiples of positive whole numbers, including common factors and common multiples, and express a given number as a product of 2 or 3 factors.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 1 tenth or 1 hundredth).
- Solve problems involving multiplication and division, including using knowledge of factors, multiples, squares and cubes.

Fractions

Multiplication and Division:

- Multiply any whole number with up to 4 digits by any one-digit number using a formal written method.
- Divide a number with up to 4 digits by a one-digit number using a formal written method, and interpret remainders appropriately for the context.
- Multiply and divide numbers mentally by drawing upon known facts.
- Multiply any 4-digit number by a two-digit number.

Fractions, Decimals and Percentages

- Recall decimal fraction equivalents for 1/2, 1/4, 1/5 and 1/10, and for multiples of these proper fractions.
- Read and write decimal numbers as fractions (with denominators of 100).
- Recognise and use thousandths, relating them to tenth and hundredth equivalents.
- Read, write, order and compare decimals with up to three decimal places.
- Round decimals with two decimal places to the nearest whole and tenth.
- Solve problems involving numbers with up to three decimal places.
- Recognise the percent symbol and write decimal and fraction equivalents (denominator of 100).
- Solve problems which require FDP equivalents for 1/2, 1/4, 1/5, 2/5, 4/5 and for fractions with a denominator of a multiple of 10 or 25.

Measurement: Area, Perimeter and Volume

- Compare areas and calculate the area of rectangles (including squares) using standard units.
- Measure and calculate the perimeter of rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles using the standard units of measure, and estimate the area of irregular shapes.
- Estimate volume and capacity.

Statistics:

- Complete, read and interpret information in tables, including timetables.
- Solve comparison, sum and difference problems using information presented in line graphs.

Geometry: 2D and 3D Shapes

- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Identify 3D shapes (cubes and cuboids) from their 2D representations (nets).

Geometry: Angles and Lines

- Compare angles, estimate and measure angles in degrees (°) and draw angles of a given size.
- Know angles around a point sum to 360°; angles in a straight line sum to 180°; identify other multiples of 90°.
- Use properties of rectangles to deduce related facts and find missing lengths and angles.

Geometry: Position and Direction

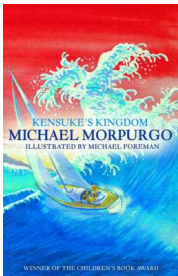
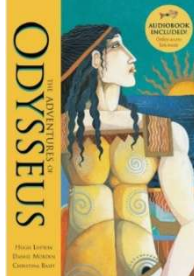
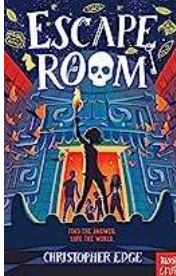
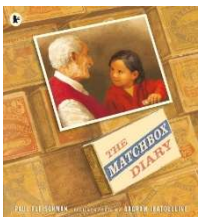
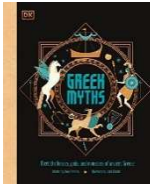
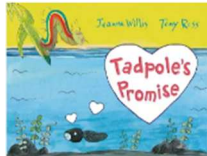
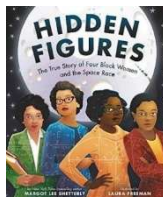
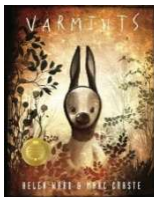
- Identify, describe and represent position of a shape following a translation or reflection, recognising that the shape has not changed.

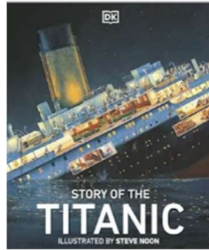
Number and Place Value: Decimals

- Know that 10 tenths are equivalent to 1 one, and that 1 is 10 times the size of 0.1.
- Know that 100 hundredths are equivalent to 1 one, and that 1 is 100 times the size of 0.01.
- Know that 10 hundredths are equivalent to 1 tenth, and that 0.1 is 10 times the size of 0.01.
- Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Reason about the location of any number with up to 2 decimals places in the linear number system, including identifying the previous and next multiple of 1 and 0.1 and rounding to the nearest of each.
- Convert between units of measure, including using common decimals and fractions.

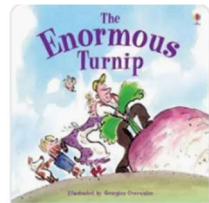
Measurement: Time, Money and Converting Measures

- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure e.g. money.
- Convert between different units of metric measure.
- Understand and use approximate equivalence between metric units and common imperial units (such as inches, pounds and pints).
- Use all four operations to solve measure, using decimal notation and scaling.

	- Find non-unit fractions of quantities. - Find equivalent fractions and understand that they have the same value and the same position in the linear number system. - Compare and order fractions whose denominators are all multiples of the same number. - Add and subtract fractions with same denominators and denominators that are multiples of the same number. - Recognise mixed numbers and improper fractions and convert from one form to another. - Add and subtract mixed numbers. - Proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. - Solve problems including scaling by simple fractions.		Revision and consolidation of all curriculum areas. Application of curriculum skills and knowledge through projects and events.			
ENGLISH I am a Clever Writing Bug Club Penpals Spelling Shed	Oracy - Talk and listen confidently in a wide range of contexts including some that are formal. - Engage the interest of the listener by varying expression and vocabulary - Adapt spoken language to the audience, purpose and context. - Develop ideas and opinions with relevant detail and justifying a point of view. - Show understanding of the main points, significant details and implied meanings in a discussion. - Listen carefully in discussions, contribute and ask questions that responsive to others' ideas and views. - Begin to use Standard English in formal situations. - Begin to use hypothetical language to consider more than one possible language solution. - Perform their own compositions using appropriate intonation and volume so that meaning is clear. - Perform poems or plays memory making careful choices how they convey ideas about characters and situations by adapting expression and tone. - Understand and begin to select the appropriate register according to the context.					
		Active Read Text Kensuke's Kingdom By Michael Morpurgo		Active Read Text The Adventures of Odysseus By Hugh Lupton		Active Read Text Escape Room By Christopher Edge
	Reading - Apply knowledge of root words, prefixes and suffixes to read aloud words on the Year 5 and 6 statutory list. - Read books that are structured in different ways and across a wide range of genres. - Vary voice for direct or indirect speech. - Recognise clauses in sentences - Checking that the book makes sense to them, by discussing and asking questions to improve their reading of a text. - Draw inferences and justify with evidence from the text. - Predicting what might happen from details stated and implied. - Make comparison within and across two texts.					
	Stimuli for writing:  The Matchbox Diary (Setting Description and Retell)	Stimuli for writing:  The Journey Home (Retell)	Stimuli for writing:  Greek Myths (Retells and Diary)	Stimuli for writing:  Tadpole's Promise (Retell)	Stimuli for writing:  Hidden Figures (Biography and Persuasive Letter)	Stimuli for writing:  Varmints (Poetry)



Titanic
(Diary Entry)
(Retell)



The Enormous Turnip
(Retell)



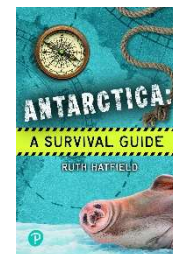
BIG QUESTION:
Is every journey
we take a choice?



Shackleton's Journey
(Formal Letter)
(Retell)

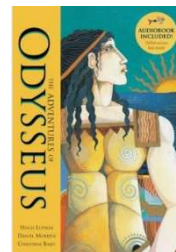


Kensuke's Kingdom
(Retell)

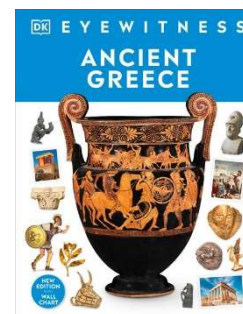


Survival Guides
(various sources)
(non-fiction - survival
guides)

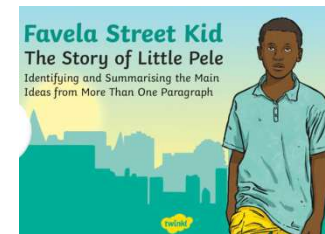
AUTHENTIC OUTCOME:
Survival Guide



Greek Myths
(Retell)



Ancient Greece
(Non-chronological report)



Favela Street Kid
(Retell)



Space
(Non-chronological report)

Writing

Handwriting

- Consistently neat, joined, legible handwriting.

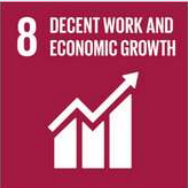
Planning, Composition and Editing

- Plan, edit and evaluate writing.
- Use a variety of structures to help guide the reader.
- Consider audience and purpose for writing.
- Understand the importance of cohesion and continue to build this in writing.
- Use formal and informal language appropriate for the task or genre.
- Use a variety of sentence structures (simple, compound and complex).
- Construct complex sentences that contain subordinate clauses or relative clauses.

Grammar and Punctuation

	- Describe settings, characters and atmosphere. - Use similes, metaphors and personification. - Use direct speech in narrative, changing where the reporting clause is positioned (beginning, middle or end). - Know the difference between direct speech and reported speech. - Use a new line for a new speaker during speech. - Use relative clauses (starting with a relative pronoun). - Use a colon to introduce a list. - Use dialogue to advance action in narrative. - Use modal verbs to show probability. - Punctuate parenthesis using brackets, dashes or commas. - Correctly use tense throughout a piece of writing. - Use ISPACED to open a sentence. Spelling - Spell most of the Year 5 Common Exception Words. - Spell homophones or near homophones. - Spell words correctly ending with the suffixes -ible, -able, -ably, and -ibly.					
SCIENCE White Rose	Forces - To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - To identify the effects of air resistance, water resistance and friction that act between moving surfaces - To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect (DT - Summer 1)	Materials and their properties - 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 To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic To demonstrate that dissolving, mixing and	Reversible and Irreversible Changes - To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution - To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - To demonstrate that dissolving, mixing and changes of state are reversible changes - To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	Life Cycles - To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - To describe the life process of reproduction in some plants and animals	Earth and Space - To describe the movement of the Earth and other planets relative to the sun in the solar system - To describe the movement of the moon relative to the Earth - To describe the sun, Earth and moon as approximately spherical bodies - To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 9INDUSTRY, INNOVATION AND INFRASTRUCTURE  BIG QUESTION: Is it worth spending billions on space travel? AUTHENTIC OUTCOME: Space Gallery (Summer 2)	Animals, including Humans - To describe the different stages of the human life cycle. - To identify the changes that happen during puberty. - To describe the changes as humans develop to old age Relationships and Sex Education

		changes of state are reversible changes To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda				
	Working Scientifically • To make predictions of what will happen based on scientific knowledge and understanding • With support begin to ask questions and develop a line of enquiry based on observations of the real world • To plan a fair test using previous knowledge and understanding. • To identify factors that need to be taken into consideration in different contexts. • To collect sufficient evidence to test an idea. • To take measurements using a range of scientific equipment, with increasing accuracy and precision. • To make relevant observations. • To consolidate measurement of volume, temperature, time, length and force (using Newton meters) • To think about why observations and measurements should be repeated and take repeat readings when appropriate. • To solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate (Maths) • To consider how scientists have combined evidence from observation and measurement with creative thinking to suggest new ideas and explanations for phenomena. • To record data and results of increasing complexity using scientific diagrams and labels, tables and bar charts and line graphs using ICT where relevant. • To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms. • To draw conclusions indicating whether these match any prediction made.					
HISTORY Ancient Greeks and Maya	Interpreting Sources • Use evidence to build up a picture of a past event (Titanic) • Choose relevant material to present a picture of one aspect of life in time past. • Evaluate the usefulness of a variety of sources. (Titanic)		Chronology and Timelines • Use dates to order and place events on a timeline (Greeks and Maya) • Make comparisons between aspects of periods of history and the present day (Greeks and Maya) • Note connections, contrasts and trends over time (Greeks) Historical Enquiry • Develop the appropriate use of historical terms (Greeks and Maya) • Compare sources of information available for the study of different times in the past (Greeks and Maya) 	Organisation and Communication • Recall, select and organise historical information (Maya) • Communicate their knowledge and understanding. (Maya Easter project) • Use evidence to reconstruct life in time studied (Maya) To compare and evaluate different sources of information. (Maya) • To evaluate the usefulness of a variety of sources.		Harlow Week Knowledge of World, British and local events and people • Understand how our knowledge of the past is constructed from a range of sources • Continue to develop a chronologically secure knowledge and understanding of British and local history.

			BIG QUESTION: SHOULD EVERYONE BE ALLOWED TO VOTE?			
GEOGRAPHY	Locational Knowledge - Locate the main countries in Europe. Locate and name principal cities. - Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science and trip, time zones, night and day. - Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.			Enquiry and Communication - Compare a region in UK with a region in S. America with significant differences and similarities- human and physical geography. (Rio and Favelas)  BIG QUESTION: HOW DOES A CITY WITHIN A CITY SUSTAIN ITSELF? Geographical Skills and Fieldwork - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe human and physical features. Human geography - Fair/unfair distribution of resources (Fairtrade). - Economic activity and trade - Natural resources - Trade between UK and Europe and ROW  BIG QUESTION: IS FAIR TRADE FAIR?		Skills and Fieldwork HARLOW WEEK - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Town Centre focus) Physical Geography - Earth from Space: Coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. - Understand about weather patterns around the world and relate these to climate zones (for growing crops etc)  BIG QUESTION: IS CLIMATE CHANGE A REAL THREAT?
COMPUTING Teach Computing	Data and Information - Flat-file databases (Titanic database) - To compare paper and computer-based databases. - To outline how grouping and then sorting data allows us to answer questions. - To explain that tools can be used to select specific data. - To explain that computer programs can be used to compare data visually.	Computer Systems and Networks - Sharing Information - To recognise the role of computer systems in our lives - To recognise how information is transferred over the internet - To explain how search results are carried out, selected and ranked.	E Safety (Safer Internet Day) - To consider the impact of the choices made when making and sharing a video - Understand the need to only select age-appropriate content. - Understand where to go and what to do for help when there are concerns about content or contact online.	Coding and Programming - Selection in quizzes (Greek quiz) - To relate that a conditional statement connects a condition to an outcome - To explain how selection directs the flow of a program - To design and create a program which uses selection	Coding and Programming - Selection in physical computing (Crumble kits) - To control a simple circuit connected to a computer - To write a program that includes count-controlled loops - To explain that a loop can be used to repeatedly check whether a condition has been met - To create and design a physical project that includes selection	Creating Media - Video Editing (Space Videos) - To capture video using a range of techniques - To create a storyboard - To identify that video can be improved through reshooting and editing - To add additional media to a video project (link to Vector diagrams)

		To contribute to a shared project online				AUTHENTIC OUTCOME: Space vlogging and Video Production
DESIGN AND TECHNOLOGY	Textiles – Interior design (Titanic) - Create 3D products using pattern pieces and seam allowance - Understand pattern layout - Decorate textiles appropriately often before joining components - Pin and tack fabric pieces together - Join fabrics using over sewing, back stitch, blanket stitch or machine stitching - Combine fabrics to create more useful properties - Make quality product		Food Technology – Pizza dough (Trip) Tortillas (Class) - Weighing and measuring – accurately use scales and measuring jugs - Cutting skills: dice and cut food into evenly sized pieces - Mixing: confidently crack an egg (Life skill) - Shaping and assembling: use a rolling pin to roll out dough to an accurate size and thickness eg pizza - Heating: with supervision begin to use the hob - Serving and garnishing: are able to plan and serve their own breakfast and a simple balanced cooked meal eg pizza and salad - Food safety: demonstrate good safety practices - Recipes and ingredients: identify how to change a recipe to improve a dish - Consumer awareness: are able to use food labels to inform choice		Mechanisms – Lego - To understand and use mechanical systems e.g. gears, pulleys and linkages in their products. (Science Forces objective) - To understand that a cam mechanism is a linkage system and explore these by making moving toys.	
	Designing - draw on market research to inform design - use research of user’s individual needs, wants, requirements for design - identify features of design that will appeal to the intended user - create own design criteria and specification - come up with innovative design ideas - follow and refine a logical plan. - use annotated sketches, cross-sectional planning and exploded diagrams - make design decisions, considering, resources and cost - clearly explain how parts of design will work, and how they are fit for purpose - independently model and refine design ideas Evaluating - Evaluate quality of design while designing and making; is it fit for purpose? - Keep checking design is best it can be. - evaluate ideas and finished product against specification, stating if it’s fit for purpose - test and evaluate final product; explain what would improve it and the effect different resources may have had - do thorough evaluations of existing products considering: how well they’ve been made, materials, whether they work, how they’ve been made, fit for purpose					

	- research and discuss how sustainable materials are - consider the impact of products beyond their intended purpose - discuss some key inventors/designers/ engineers/ chefs/manufacturers of products					
ART			Drawing Artist: Iman Joy El Shami-Mader Pencil  - Use a variety of source material for their work. - Work in a sustained and independent way from observation, experience and imagination. - Explore the potential properties of the visual elements line, tone, pattern, texture, colour and shape. AUTHENTIC OUTCOME: Publish flip book and share with author on live call			3D Form – Harlow Week Artist: Henry Moore Clay  - Independently sketch ideas for 3D form projects. Add annotations, clarifying materials and techniques used. Go through a plan, design, create and evaluate process independently. - Confidently manipulate clay using different techniques including rolling, squeezing, pulling, pinching, smoothing, joining, layering and carving. - Use clay tools to create detailed patterns and textures on the clay surface.
	Review and Evaluate - Create sketchbooks to record their observations and use them to review and revisit ideas. - Record and explore ideas from first hand observations, experience an imagination and ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas for use in their work, recording and annotating in sketchbooks. - Think critically about their art and design work saying what they like and what they would like to improve using appropriate vocabulary. Artist Appraisal - Study the work of a range of great artists, illustrators and sculptors and understand the historical and cultural development of their art forms. Use ICT where applicable to deepen knowledge. - Evaluate and analyse creative works using the language of art, craft and design. - Imitate the work of famous artists, illustrators or sculptors using the same and different medias. - Compare the work of different artists, share opinions.					
PSHE Kapow RSE Kapow	My healthy self: How can I support my mind and body as I grow? Understanding how everyday choices can support physical and emotional wellbeing by exploring	Connecting with others: Why are healthy relationships important Investigating identity, values and relationships by	The online world: The online world: How am I influenced by what I see online? Considering how online content can influence choices by examining advertising,	Citizenship: How can we make a difference in our communities and beyond? Examining how people contribute to their communities through learning about caring roles,	Citizenship: How can we be in control of our money? Exploring money management by learning how needs and wants can	Growing up: How can I manage the changes to my body and emotions as I grow up? Understanding the physical and emotional changes that happen during puberty, including their

	nutrition, physical activity and self-regulation. Pupils learn to read food labels, identify ways to build more movement into their routines and practise strategies for managing emotions and seeking support when needed.	considering how experiences and beliefs can influence choices and behaviour. Pupils examine the role of commitment and support within families, identify where to seek help if home feels unsafe and develop strategies for building and maintaining healthy friendships.	influencers and persuasive techniques used online. Pupils develop critical thinking skills by considering spending decisions, recognising possible scams and identifying strategies to respond safely to pressure and persuasion.	community groups and the ways they support local life. - Pupils develop an understanding of democracy by investigating how local councillors and Parliament help make decisions that affect communities and wider society. - Road safety. - Bikeability (selection of children)	influence spending decisions and financial choices? Pupils develop budgeting skills, investigate borrowing and interest, and identify ways to manage money safely, including recognising the risks associated with online spending and gambling.	impact on feelings, behaviour and relationships. Pupils explore personal hygiene, periods, kindness, respect and personal boundaries, and identify trusted sources of support during puberty.
	CAREERS LINK My Future, My Harlow Exposure to a variety of future career opportunities and the skills required.	CAREERS LINK My Future, My Harlow Exposure to a variety of future career opportunities and the skills required.	CAREERS LINK My Future, My Harlow Exposure to a variety of future career opportunities and the skills required.	CAREERS LINK My Future, My Harlow Exposure to a variety of future career opportunities and the skills required.	CAREERS LINK My Future, My Harlow Exposure to a variety of future career opportunities and the skills required.	CAREERS LINK My Future, My Harlow Exposure to a variety of future career opportunities and the skills required.
RE		Theology: Thinking through believing What do Hindus Believe? (Hinduism) - Describe different sources of authority and how they link with beliefs. - Describe a range of different interpretations of sources of authority and consider the reliability of these sources for a group of believers. - Describe ways in which beliefs shape the way Hindus view the world in which they live and how they view others. - Explain a range of answers to ethical and moral questions and issues, drawing conclusions and showing awareness of diversity of opinion and why there are differences. - Explain how beliefs impact on and influence individual lives, communities and society, and how individuals, communities and society can also shape beliefs.		Philosophy: Thinking through thinking What can we learn about the world/knowledge/meaning of life from the great philosophers? (Christianity and Buddhism) - Explain some of the ways different philosophers or religions understand abstract concepts, including varying views about the existence of the soul in classical Greek Philosophy. - Explain different philosophical and religious answers to questions about the world around them and the existence of the 'self' and or soul. - Have an understanding of the Analogy of the Cave and what it says about existence and knowledge. - Understand the relationship between the concept of a corporeal and incorporeal world.		Human/Social Sciences: Thinking through living How do Sikhs interact with culture and society? (Sikhism) - Explain the emergence of the Sikh faith in the context of Hindu and Muslim traditions. - Explain the complex nature of how some Sikh traditions and customs interact with contemporary society. - Analyse and evaluate how Sikh beliefs impact on individuals, communities and societies. - Analyse and evaluate the importance of Sewa to Sikhs
PHYSICAL	<u>Outdoor</u> Football/Dodgeball	<u>Outdoor</u> Football/Hockey	<u>Outdoor</u> Tag Rugby/Cross Country	<u>Outdoor</u> Netball/Tag Rugby	<u>Outdoor</u>	<u>Outdoor</u> Tennis/Dynamos Cricket

EDUCATION

Invasion Games- dribbling, defending, attacking and passing. - Understanding the basic rules of invasion games. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - Analyse, modify and refine skills and techniques and how these are applied. <u>Indoor</u> Multi skills - Develop flexibility, strength, technique and control when running, throwing and jumping. - Analyse, modify and refine skills and techniques and how these are applied. - Run at speed over a short or long distance. - Consider strengths and weaknesses of individuals and plan activities according to pupils strengths.	Invasion Games- dribbling, defending, attacking and passing. - Understanding the basic rules of invasion games. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - Analyse, modify and refine skills and techniques and how these are applied. <u>Indoor</u> Dance - Creating a dance with different formations, different movements throughout a piece of music. - Analyse, modify and refine skills and techniques and how these are applied - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy.	- Run at speed over a distance this can be long or short according to pupils ability Invasion Games- dribbling, defending, attacking and passing. - Understanding the basic rules of invasion games. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - Analyse, modify and refine skills and techniques and how these are applied. <u>Indoor</u> Sportshall Athletics - Develop flexibility, strength, technique and control when running, throwing and jumping. - Analyse, modify and refine skills and techniques and how these are applied. - Quad kids- practice throwing/jumping/running/relays - Run at speed over a short or long distance. - Consider strengths and weaknesses of individuals and plan activities according to pupils strengths.	Invasion Games- dribbling, defending, attacking and passing. - Understanding the basic rules of invasion games. Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - Analyse, modify and refine skills and techniques and how these are applied. <u>Indoor</u> Gymnastics - Execute a controlled jump taking off with precision and landing accurately. - Develop floor exercise by travelling in different ways. - Routine of different gymnastics positions with various heights and rolls. - Consolidate their existing skills and develop a range of landing skills safely. - Analyse, modify and refine skills and techniques and how these are applied - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy - Identify different levels of performance and use subject specific vocabulary - Develop specific skills to show different shapes and balances under control.	Rounders/Dynamos Cricket - Strike a ball with a range of bats for accuracy and distance. - Understanding the basic rules of batting and fielding games. - Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - Analyse, modify and refine skills and techniques and how these are applied. <u>Indoor</u> Gymnastics - Execute a controlled jump taking off with precision and landing accurately. - Develop floor exercise by travelling in different ways. - Routine of different gymnastics positions with various heights and rolls. - Consolidate their existing skills and develop a range of landing skills safely. - Analyse, modify and refine skills and techniques and how these are applied - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy - Identify different levels of	- Strike a ball with a range of bats for accuracy and distance. - Understanding the basic rules of batting and fielding games. - Participate in recognised activities and games with skill and precision showing creativity with tactics and strategy - Analyse, modify and refine skills and techniques and how these are applied. <u>Indoor</u> Dance - Creating a dance with different formations, different movements throughout a piece of music. - Analyse, modify and refine skills and techniques and how these are applied - Consider how specific aspects of an activity or performance can influence the outcome and suggest the best possible strategy - Develop flexibility, strength, technique and control when running, throwing and jumping. - Quad kids- practice throwing/jumping/running/relays - Run at speed over a short or long distance. - Consider strengths and weaknesses of individuals and plan activities according to pupils strengths.
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					performance and use subject specific vocabulary	
FRENCH Language Angels	Recap – Moi dans le monde (Me in the world)		Chez moi (At my house)		Mange et Bouger (Eat and Move)	
	Listening - To listen to a more extended text which includes familiar language, and respond appropriately Speaking - To present ideas and express opinions orally to a range of audiences - To engage in conversations; ask and answer questions; express opinions and respond to the opinions of others - To describe people, places, things and actions orally Reading - To read carefully and show understanding of words, phrases and simple writing Writing - To write phrases from memory, and adapt these to create new sentences; to express ideas clearly - To use more complex sentences as models to create own extended sentences					
MUSIC Charanga Sing Up Songs for Musicianship BBC 10 Pieces	Singing and Musicianship - Sing in an ensemble, with the aim of producing a round sound with clear dictation, control of pitch and a musical understanding of how parts fit together - Sing within appropriate range with clear dictation, accurate tuning, control of breathing and appropriate tone. Focus Song: My Paddle	Perform and Share - Practise, rehearse and present performances with more awareness of an audience and their needs. Communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms. - Watch a recording and/or discuss performances. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.	Playing Instruments (Instrument Focus – Keyboard) - Games - They can find the pulse with confidence and ease, relating it to other dimensions. They can also demonstrate their understanding of pulse verbally and physically. - Continue to explore and create music using classroom percussion, tuned and untuned, improvising and composing. Use glockenspiels, recorders or band instruments. - Play and perform in solo or ensemble contexts, playing instruments with increasing accuracy, fluency and control. - Build on understanding the basics and foundations of formal notation (an introduction).		Composition and Improvisation - Continue to explore and create musical sounds with voices and instruments, deepening knowledge of improvisation and the difference between this and composition (writing it down). - Create more complex tunes, choosing, combining and organising patterns and musical ideas. Move beyond five notes where appropriate. Use technology, voice and sounds in creative ways. - Create and demonstrate an understanding of the interrelated dimensions of music. Higher/lower (pitch), faster/slower (tempo) and louder/quieter (dynamics) and quality of sounds and how they're made (timbre). Focus – BBC Ten Pieces – Doctor Who – Delia Derbyshire	
	OTHER GLOBAL LEARNING PROJECTS		4 QUALITY EDUCATION Send My Friend to School Campaign	10 REDUCED INEQUALITIES Big Question: How are schools different around the world? Cambodia postcards		12 RESPONSIBLE CONSUMPTION Upcycling Plant pots

		Big Question: What are the barriers preventing children going to school?				
LIFE SKILLS	Making the bed from scratch		Making Boiled/fried eggs		Filling in forms - online/on paper. Job application for NASA	Bike care, keeping safe, lights, clothing, puncture repair
VISITS / TRIPS		Pantomime Cost £23 (approx)	Pizza Express Cost: £14 (approx)		Planetarium Visit Cost: TBC	