



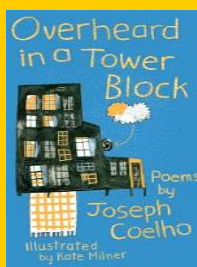





Curriculum Overview Yearly Plan – Year 5 – 2024/25						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading						
Writing	The Barnabus Project Narrative skill: Character description Non-Fiction Focus: Persuasion	Runaway Robot Narrative skill: Flashbacks (Maintaining tenses) Non-Fiction Focus: Debate	Harry Miller's Run Narrative skill: Dialogue Non-Fiction Focus: Non-chronological report.	The London Eye Mystery Narrative skill: Suspense Non-Fiction Focus: Explanation text.	Poetry Narrative skill: Oracy Non-Fiction Focus: Biographies & Autobiographies	The Last Wild Narrative skill: Setting description Non-Fiction Focus: Instruction text.
Maths Following White Rose	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Number: Fractions		Number: Multiplication and Division B Number: Fractions B Number: Decimals and Percentages Measurement: Perimeter and Area Statistics		Geometry: Shape Geometry: Position and direction Number: Decimals Number: Negative numbers Measurement: Converting units Measurement: Volume	
History Following Kapow	<u>Vikings</u> Where the Vikings raiders, traders or settlers or something else? -Explain where the Vikings came from and why they invaded Britain. -Sequence events according to their significance for groups of people. -Find evidence and make inferences from sources. -Name Viking trade routes. -Explain why trade routes were important to the Vikings.		<u>Tudors</u> How was life in Tudor England? -Extract information about Henry VIII from sources and explain and justify their interpretation of Henry VIII using evidence from sources. -Make deductions from sources about Anne Boleyn, interpret historical sources and supporting interpretations with evidence. -Use sources to make deductions about Henry VIII's wives and use evidence to support deductions, evaluating which of his wives best met his requirements.		<u>Ancient Greeks</u> What did the Greeks ever do for us? -Describe the features of ancient Greece. -Identify the key periods in the ancient Greek civilisation. -Make inferences about Greek gods. -Research a Greek god. -Compare Athens and Sparta. -Understand the different types of democracy. -Explain how Athenian democracy worked. -Explain what philosophy is.	

	<ul style="list-style-type: none"> -Identify the differences between Viking sagas. -Evaluate the impact of Viking achievements. 	<ul style="list-style-type: none"> -Identify primary sources, highlighting evidence in a source and make historical deductions from evidence. -Select the relevant evidence required from sources and recreate Elizabeth's entrance into Worcester. -Make deductions using inventories and making judgements as to whether a person was rich or poor. -Explain how inventories are useful to historians and create a realistic inventory. 	<ul style="list-style-type: none"> -Identify the achievements of the ancient Greek philosophers. -Identify the ancient Greeks' legacies and their impact.
<p>Geography</p> <p>Following Kapow</p>	<p><u>What is life like in the Alps?</u></p> <ul style="list-style-type: none"> -Locate the Alps on a world map and identify and label the eight countries they spread through. -Locate three physical and three human characteristics in the Alps. -Research and describe the physical and human features of Innsbruck. -Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. -Compare the human and physical geography of their local area and Innsbruck. -Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' 	<p><u>Why do oceans matter?</u></p> <ul style="list-style-type: none"> -Describe the water cycle. (links to Year 4 Science) -Describe how the ocean is used for human activity. -Explain how the ocean helps to regulate the Earth's climate and temperature. -Identify the Great Barrier Reef as part of Australia. -Describe the benefits of the Great Barrier reef. -Describe how humans impact the oceans and the consequences of this. -Explain some actions that can be taken to help support healthy oceans. -Explain which data collection method would be best for marine fieldwork and why. -Collect data using a tally chart, photographs and a sketch map. -Safely navigate the fieldwork environment. -Make suggestions for how to improve a marine environment. -Present data using a tally chart and pie chart. 	<p><u>Would you like to live in the desert?</u></p> <ul style="list-style-type: none"> -Identify the lines of latitude where hot desert biomes are located. -Describe the characteristics of a hot desert biome. -Locate the largest deserts in each continent. -Describe ways the Mojave Desert is used. -Name and describe the physical features found in a desert. -Identify how humans use the desert. -Explain how human activity may contribute to the changing climate and landscape of a desert. -Recognise that the Mojave Desert has a different time zone to the UK. -Describe some of the threats to deserts. -Give the benefits and drawbacks of living in a desert environment. -Identify characteristics of two contrasting biomes and compare land use. -Discussing if a desert environment is hospitable and why.
<p>DT</p> <p>Following Kapow</p>	<p><u>Cooking and Nutrition: Developing a recipe</u></p> <ul style="list-style-type: none"> -Describe the process of beef production. -Research a traditional recipe and make changes to it. -Add nutritional value to a recipe by selecting ingredients. -Prepare and cook a version of Bolognese sauce. 	<p><u>Mechanical Systems: Making a Pop-up Book</u></p> <ul style="list-style-type: none"> -Produce a suitable plan for each page of their book. -Produce the structure of the book. -Assemble the components necessary for all their structures/mechanisms. -Hide the mechanical elements with more layers using spacers where needed. -Use a range of mechanisms and structures to illustrate their story and make it interactive for the users. -Use appropriate materials and captions to illustrate the story. 	<p><u>Structures: Bridges</u></p> <ul style="list-style-type: none"> -Identify stronger and weaker shapes. -Recognise that supporting shapes can help increase the strength of a bridge, allowing it to hold more weight. -Identify beam, arch and truss bridges and describe their differences. -Use triangles to create simple truss bridges that support a load (weight). -Cut beams to the correct size, using a cutting mat. -Smooth down any rough-cut edges with sandpaper. -Follow each stage of the truss bridge creation as instructed by their teacher.

			<p style="text-align: center;"><u>Mechanical Systems: Automata Toys</u></p> <ul style="list-style-type: none"> -Mark, saw and cut out the components and supports of their toy with a varying degree of accuracy to the intended measurements. -Follow health and safety rules, taking care with the equipment. -Attempt a partial assembly of their toys using an exploded-diagram, following a teacher’s demonstration. -Develop a design idea with some descriptive notes. -Explore different cam profiles and choose three for their follower toppers with an explanation of their choices. -Create neat, decorated follower toppers with some accuracy. -Measure and cut panels that fit with some inaccuracies to conceal the inner workings of the automata. -Decorate and finish the automata to meet the design criteria and brief. -Evaluate their finished product, making descriptive and reflective points on function and form. 		<ul style="list-style-type: none"> -Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. -Identify some areas for improvement, reinforcing their bridges as necessary. <p style="text-align: center;"><u>Structures: Playgrounds</u></p> <ul style="list-style-type: none"> -Create five apparatus designs, applying the design criteria to their work. -Make suitable changes to their work after peer evaluation. -Make roughly three different structures from their plans using the materials available. -Complete their structures, improving the quality of their rough versions and applying some cladding to a few areas. -Secure their apparatus to a base. -Make a range of landscape features using a variety of materials which will enhance their apparatus. 	
Art Following Access Art	Drawing - Typography and Maps Pathway for Years 5 & 6 Disciplines: Design: Typography, Drawing, Collage, Sketchbooks Key Concepts: -That when designers work with fonts and layout it is called Typography. -That we can use the way words look to help us communicate ideas and emotions. -That we can create our own typography and combine it with other visual elements to make artwork about chosen themes. Themes: Identity, Environment, Habitat Medium: Pencil, Pen, Paper Artists: Louise Fili, Grayson Perry, Paula Scher, Chris Kenny.	Printmaking – Monotypes Pathway for Years 5 & 6 Disciplines: Printmaking (Monotype), Drawing, Painting, Collage, Sketchbooks Key Concepts: -That Monotype is a process where we make images by transferring ink from one surface to another to make a single print. -That we can use the “distance” that monotype gives us between mark making and outcome to make images with texture and a sense of history/process. -That we can combine monotype with other disciplines such as painting and collage. -That we can make art by expressing our own personal response to literature or film. Medium: Paper, Ink, Carbon Copy Paper, Paint. Artists: Kevork Mourad.	Making – Brave Colour Pathway for Years 5 & 6 Disciplines: Installation Art, Sketchbooks Key Concepts: -That as humans we react emotionally to colour. -That artists can create immersive environments using colour, light, form and sometimes sound to create a transformative experience for others. -That we can use colour in a brave and inventive way, trying new colour combinations and exploring the relationship between colour and form. -That we can test ideas, use our imagination, and share our vision with others by creating 2 and 3 dimensional models. Medium: Paper, Card, Paint, Light (coloured filters) Artists: Olafur Eliasson, Yinka Ilori, Morag Myerscough, Liz West.			
Music Following Charanga	Livin’ On A Prayer Unit: Livin’ On A Prayer Style: Rock	Classroom Jazz 1 Unit: Classroom Jazz 1 Style: Jazz	Make You Feel My Love Unit: Make You Feel My Love Style: Pop Ballads	Fresh Prince of Bel-Air Unit: Fresh Prince of Bel-Air Style: Hip Hop	Dancing in the Street Unit: Dancing in the Street Style: Motown	Reflect, Rewind and Replay Unit: Reflect, Rewind and Replay

	<p>Topic and cross-curricular links: How Rock music developed from the Beatles onwards. Analysing performance. Links to other units: I Wanna Play In A Band - KS1/ages 5-7 (Scheme Year 2) Don't Stop Believin' - KS2/ages 7-11 (see Freestyle)</p>	<p>Topic and cross-curricular links: History of music - Jazz in its historical context. Links to other units: Classroom Jazz 2 - KS2/ages 7-11 (Scheme Year 6) Supports improvisation generally in previous units</p>	<p>Topic and cross-curricular links: Historical context for ballads. Links to other units: Mamma Mia - KS2/ages 7-11 (Scheme Year 4)</p>	<p>Topic and cross-curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip Hop culture in general. Historical context of musical styles. Links to other units: Hey You! - KS1/ages 5-7 (Scheme Year 1)</p>	<p>Topic and cross-curricular links: The history of Motown and its importance in the development of Popular music. Civil rights. Links to other units: Happy - KS2/ages 7-11 (Scheme Year 6)</p>	<p>Style: Western Classical music and your choice from Year 5 Topic and cross-curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music. Links to other units: All Year 5 units</p>
<p>Science Following Kapow</p>	<p><u>Materials: Properties and changes</u> Children will be able to: -Determine the hardness of different materials and link this to their uses. -Determine the transparency of different materials and link this to their uses. -Determine the thermal and electrical conductivity of different materials and link this to their uses. -Demonstrate, identify and describe reversible and irreversible changes.</p>	<p><u>Materials: Mixtures and separation</u> Children will be able to: -Define the term 'mixture' and name some common examples. -Define the term 'sieving' and explain how sieving separates mixtures. -Define the term 'filtering' and explain how filtering separates mixtures. -Define the terms 'solution' and 'dissolve' and name some common examples of solutions. -Recall some factors that affect the time taken to dissolve.</p>	<p><u>Forces and space: Earth and Space</u> Children will be able to: -Describe the geocentric and heliocentric models. -Name and describe the shape of celestial bodies. -Describe the orbits of celestial bodies in the Solar System and name the force that keeps them in their orbits. -Describe the orbit of the Moon around the Earth and its phases. -Explain how day and night occur. -Explain how the seasons occur. -Explain how a sundial works. -List some of the uses of satellites and explain why space junk poses a problem to them.</p>	<p><u>Living things and their habitats: Life cycles and reproduction</u> Children will be able to: -Describe the life cycle of a plant, including the reproductive stage. -Describe the life cycle of a mammal. -Describe the life cycle of a bird and compare it with that of a mammal. -Describe the life cycle of an amphibian. -Describe the life cycle of an insect and compare it with that of an amphibian. -Describe asexual reproduction in plants. Working scientifically: -Observe and compare equivalent parts in different flowers.</p>	<p><u>Forces and space: Imbalanced forces</u> Children will be able to: -Describe gravity and its effects. -Describe the relationship between mass and gravity. -Describe air resistance and its effects. -Describe friction and its effects. -Describe water resistance and its effects. -Describe the relationship between surface area and air and water resistance. -Explain how to make an object aerodynamic or streamlined. -Describe the effects of levers, pulleys and</p>	<p><u>Animals: Human timeline.</u> <u>Making connections.</u> Children will be able to: -Order the stages in growth and development from birth to old age. -Describe physical and developmental changes from a baby through to old age. -Describe changes that occur in males and females during puberty. -Suggest ways to manage the changes that occur during puberty. -Recall what is meant by a gestation period. -Describe how gestation varies across</p>

	<p>Working scientifically:</p> <ul style="list-style-type: none"> -Evaluate the hardness test to determine the degree of trust in the results. -Plan and draw a table of results. -Write a detailed, organised and easy to follow method. -Write a prediction using prior knowledge of the states of matter. -Analyse observations about rusting and use them to support a conclusion. -Measure accurately in centimetres. 	<ul style="list-style-type: none"> -Describe the effect of temperature on the time taken to dissolve. -Define the term 'evaporating' and explain how evaporating separates solutions. -Identify when sieving, filtering and evaporating should be used. <p>Working scientifically:</p> <ul style="list-style-type: none"> -Research a mixture to find out what substances it is made from. -Draw and annotate a diagram to explain how sieving separates a solid-solid mixture. -Identify and justify which type of enquiry to use to answer my testable question. -Identify solutions by observing and describing their appearance. -Suggest which variables to change, measure and control when investigating how temperature affects the time taken to dissolve. -Choose which measurements to take and how long to take them for. 	<p>Working scientifically:</p> <ul style="list-style-type: none"> -Pose and identify testable questions about the movement of the celestial bodies in our Solar System. -Use a model to represent the Solar System. -Design and draw a table to record data on moons. -Accurately draw day and night and seasons diagrams. -Calibrate a sundial using a compass and torch and use it to measure time. -Analyse patterns in temperature data for the Earth and use them to predict temperature values for the Earth in the future. 	<ul style="list-style-type: none"> -Research the life cycles of different mammals. -Pose questions to compare the life cycles of different birds. -Suggest how one temperature may affect egg hatching. -Use data to describe a relationship and make predictions. -Represent root growth over time on a line graph. 	<p>simple machines on movement.</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> -Analyse predictions, data and anomalies to write a conclusion. -Plan a fair test to investigate air resistance. -Write a method. -Evaluate a method and judge the degree of trust. -Design a results table. -Calculate the mean average from repeat data. -Draw and annotate a diagram. -To draw an accurate line graph. 	<p>animals and compare this to humans.</p> <p>Working scientifically:</p> <ul style="list-style-type: none"> -Use data to describe growth from baby to adult. -Identify where on the graph the rate of growth changes. -Use a line graph to make predictions about height. -Choose a suitable title and axes labels for the scatter graph and plot data on the scatter graph.
Computing	AR and VR Interactive Poster Using Eyejack	Sound 4 Chord Remix Using Garageband	Animation Animated Scene Using Keynote	Data Handling Google Sheets Using Google Sheets	Programming Coding Using Tinkercad	Programming Quiz Using Scratch 3.0

<p>Following MrPict</p> <p>E-safety -recognise common uses of information technology beyond school. -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.</p> <p>(See separate document for e-safety skills)</p>	<p>Children will: -know how to create an interactive VR experience. -know how to create an animated object and bring it into my surroundings through AR -know how to create an AR experience using objects I have created to explain a concept.</p> <p>Presentations Web-page Design Using Adobe Spark Page</p> <p>Children will: -know how to collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365 -know how to create and export an interactive presentation including a variety of media, -create animations, transitions and other effects. -know how to create an interactive guide to a image by embedding digital content and -publishing it online.</p>	<p>Children will: -know how to add voice over and edit sound clips (volume, pitch, fade, effect) to create a podcast. -know how to create a remix of a popular song.</p> <p>Animation Character Interview Using Animate Anything or Talk & Apple Clips</p> <p>Children will: -know how to record animations of different characters and edit them together to create an interview. -know how to effectively use animation tools in presenting software to create animations. -know how to add green screen effects to a stop motion animation.</p>	<p>Children will: -know how to record animations of different characters and edit them together to create an interview. -know how to effectively use animation tools in presenting software to create animations. -know how to add green screen effects to a stop motion animation.</p> <p>Video Creation News Report Doink Green Screen</p> <p>Children will: -know how to use cutaway and split screen tools in iMovie. -know how to evaluate and improve the best video tools to best explain my understanding. -know how to further improve green screen clips using crop and resize and explore more creative ways to use the tool - wearing green clothes and the masking tool.</p>	<p>Children will: -know how to create and publish my own online questionnaire and analyse the results. -I know how to use simple formulae to solve calculations including =sum and other statistical functions. -know how to edit and format difference cells in a spreadsheet.</p> <p>Artificial Intelligence My AI Intervention Using Tinkercad</p> <p>Children will: -create and train an AI invention using image recognition. -know about computer vision and how computers can be trained to recognize and interpret images.</p>	<p>Children will: -know how to create and publish my own online questionnaire and analyse the results. -know how to use simple formulae to solve calculations including =sum and other statistical functions. -know how to edit and format difference cells in a spreadsheet.</p> <p>Programming Platform Game Scratch 3.0</p> <p>Children will: -know how to create and publish my own online questionnaire and analyse the results. -know how to use simple formulae to solve calculations including =sum and other statistical functions. -know how to edit and format difference cells in a spreadsheet.</p>	<p>Children will: -know how to create and publish my own online questionnaire and analyse the results. -know how to use simple formulae to solve calculations including =sum and other statistical functions. -know how to edit and format difference cells in a spreadsheet.</p> <p>Programming Microbit Score Counter Using Microbit and MakeCode</p> <p>Children will: -know how to create and publish my own online questionnaire and analyse the results. -know how to use simple formulae to solve calculations including =sum and other statistical functions. -know how to edit and format difference cells in a spreadsheet.</p> <p>Computer Networks Search Engines Using Adobe Spark</p> <p>Children will: -know how to use search technologies effectively</p>
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	I know how to create a webpage and embed video.					<ul style="list-style-type: none"> -understand that web spiders index the web for search engines. -appreciate how pages are ranked in a search engine.
<p>PSHE, SMSC, SRE, Wellbeing</p> <p>Following Jigsaw</p>	<p><u>Being Me in My World</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -face new challenges positively and know how to set personal goals -understand their rights and responsibilities as a citizen of their country. -understand their rights and responsibilities as a citizen of their country and as a member of my school. -make choices about their own behaviour because they understand how rewards and consequences feel. -understand how an individual's behaviour can impact on a group. -understand how democracy and having a voice benefits the school community and know how to participate in this. 	<p><u>Celebrating Differences</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -understand that cultural differences sometimes cause conflict. -understand what racism is. -understand how rumour-spreading and name-calling can be bullying behaviours. -explain the difference between direct and indirect types of bullying. -compare their life with people in the developing world. -understand a different culture from their own. 	<p><u>Dreams and Goals</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -understand that they will need money to help them achieve some of my dreams. -know about a range of jobs carried out by people they know and have explored how much people earn in different jobs. -identify a job they would like to do when they grow up and understand what motivates them and what they need to do to achieve it. -describe the dreams and goals of young people in a culture different to them. -understand that communicating with someone in a different culture means we can learn from each other, and they can identify a range of ways that we could support each other. -encourage their peers to support young people here and abroad to meet their aspirations, and suggest ways they might do this, e.g. through sponsorship. 	<p><u>Healthy Me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> -know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart -know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. -know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. -understand how the media, social media and celebrity culture promotes certain body types. -describe the different attitudes people have to food and how these can be affected by external influences. -know what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy. 	<p><u>Relationships</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - have an accurate picture of who they are as a person in terms of my characteristics and personal qualities. - understand that belonging to an online community can have positive and negative consequences. - understand there are rights and responsibilities in an online community or social network. - know there are rights and responsibilities when playing a game online. - recognise when I am spending too much time using devices (screen time). - explain how to stay safe when using technology to communicate with their friends. 	<p><u>Changing Me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> - be aware of their own self-image and how their body image fits into that. - explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. - describe how boys' and girls' bodies change during puberty. - understand that sexual intercourse can lead to conception and that is how babies are usually made. -understand that sometimes people need IVF to help them have a baby. - identify what they are looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). -identify what they are looking forward to when they move to their next class.

<p>RE</p> <p>Following Kapow RE</p>	<p><u>Why do people have to stand up for what they believe in?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Use clues to determine someone's beliefs about God. -Assess different points of view. -Gather evidence to form an opinion. -Articulate the importance of Guru Hargobind's inclusivity of others. -Identify the meaning behind different festivals of light. -Express their thoughts and feelings after considering events in the past and present. -Consider various viewpoints surrounding religious prejudice. 	<p><u>Why doesn't Christianity always look the same?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Explain why some people believe Jesus was the Messiah. -Give examples of how Christianity spread as a religion. -Identify different features of a Catholic church. -Explain the uses of different features of a Catholic church. -Identify some reasons why people began practising in different ways. -Organise different Christian practices according to their impacts on believers. -Identify how different people represent Jesus depending on personal and cultural influences. 	<p><u>What happens when we die? (Part 1)</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Make links between beliefs around a soul and eternal life. -Understand there are different Jewish ideas about death. -Consider how forgiveness can be part of someone's beliefs about death. -Make links between Muslim beliefs about Jannah and the historical geography for many Muslims. -Explore different sources to learn about different beliefs about death. -Use the word atonement when discussing forgiving sins; can reflect on their achievements and mistakes and consider the importance of forgiveness. -Discuss the link between religious and cultural beliefs. -Reflect on the similarities and differences of beliefs held in different worldviews. <p>Caution: This unit explores the concept of death, including various beliefs and practices surrounding it. As death is something that will impact all children at some point in their lives, it is important to create a safe space for them to</p>	<p><u>What happens when we die? (Part 2)</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Recognise beliefs about the soul being part of God. -Identify clues that Hindus and Sikhs generally believe in the soul experiencing more than one life. -Recognise that the ultimate goal for many Hindus and Sikhs is freedom from reincarnation. -Use the terms moksha, mukti and nirvana to describe enlightenment and freedom from samsara and reincarnation. -List ways a person can gather karma through actions and experiences. -Suggest ways some Sikh practices and funeral rites may provide comfort to someone experiencing death. -Discuss the meaning of moksha and nirvana, drawing similarities from them. -Consider ways enlightenment can be represented in art. <p>Caution: This unit explores the concept of death, including various beliefs and practices surrounding it. As death is something that will</p>	<p><u>Who should get to be in charge?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Explain how religious laws are created, using examples from Islam. -Contrast religious law creation with British law creation. -Discuss and write ideas on the succession of religious leadership. -Linking Muhammad's practices, sayings or actions to the formation of some religious laws. -Understanding how Guru Nanak chose his successor and how this method compares to other religious or cultural practices. -Compare and contrast the leadership qualities of Sikh Gurus, noting virtues and selection methods. -Describe how the Guru Granth Sahib's role as a guide compares to that of human leaders. -Explain what these symbols represent about his leadership. 	<p><u>Why are some places in the world significant to believers?</u></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> -Discuss why some people may consider mountains to be sacred, significant or both. -Recognise that Jerusalem is a significant place for many Jewish, Christian and Muslim people. -Discuss reasons why many Sikhs consider the Harmandir Sahib significant. -Find examples of the Gurus' teachings in the Harmandir Sahib. -List reasons why different people might visit the River Ganges. -Consider what makes objects and relics significant. -Explain why some people might visit a significant place due to their beliefs or commitments. -Explore different perspectives about access to significant places. <p>Due to the conflict in Israel and Palestine, extra care should be taken when teaching this unit, especially with regard to any children who may</p>
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			<p>discuss and consider their ideas about it. Given its sensitivity, please approach the topic with care, giving particular consideration to any recent bereavements or personal issues pupils may have and be ready to consult with the Senior Leadership Team if necessary.</p> <p>Be prepared to modify lessons based on pupil needs and emotional readiness; some lessons offer alternative activities for sensitive topics, allowing adaptation based on class suitability.</p> <p>We recommend informing parents and carers in advance of teaching this unit.</p>	<p>impact all children at some point in their lives, it is important to create a safe space for them to discuss and consider their ideas about it. Given its sensitivity, please approach the topic with care, giving particular consideration to any recent bereavements or personal issues pupils may have and be ready to consult with the Senior Leadership Team if necessary.</p> <p>Be prepared to modify lessons based on pupil needs and emotional readiness; some lessons offer alternative activities for sensitive topics, allowing adaptation based on class suitability.</p> <p>We recommend informing parents and carers in advance of teaching this unit.</p>		<p>have connections with Israel, Palestine or the broader region.</p>
<p>PE</p> <p>Following Greenacre P.E.</p>	<p>Multi Skills</p> <p>1 Students explore different running speeds required in different situations. 2 To explore a number of different ways to jump in a number of situations</p>	<p>Tag Rugby</p> <p>1 Pupils learn how to dodge and weave an object using speed and direction. Pupils learn what agility is and why we use it in Tag Rugby. 2 Pupils learn how to become familiar with a rugby ball. How to hold it and catch it with two</p>	<p>Football</p> <p>1 To understand the rules of football and explore different ways of moving with the ball effectively. 2 To learn different techniques to dribble with the ball. 3 To learn a variety of different turns to change</p>	<p>Hockey</p> <p>1 To explore the shake hands grip and the reverse grip when travelling with the ball. 2 To dribble with direction and explore the reverse stick. 3 To explore passing over distance whilst on</p>	<p>Cricket</p> <p>1 To develop accuracy of throwing whilst fielding the ball. 2 To develop retrieving, catching and returning the ball whilst fielding. 3 To develop batting and learning how to play a defensive shot.</p>	<p>Athletics</p> <p>1 To learn how to pace to run a long-distance race/s. 2 To learn the correct technique to perform the standing long jump and the running long jump.</p>

	<p>3 Explore different ways to hop in a number of activities. 4 Students learn to dribble a football in a number of different situations. 5 Students discover a number of different ways they can dribble a basketball. 6 Demonstrate all the skills students have learnt over the course of the term.</p> <p style="text-align: center;">Dance</p> <p>1 Pupils have an introduction to learning how to adapt a basic motif in small groups. 2 Pupils learn how to respond to a different piece of stimuli. They explore different ways to use movement to reflect the theme and they link movements together in a small group. 3 Pupils learn different dance relationships used in dances. They attempt to use these relationships within their dances. Pupils also learn how to use canon. 4 Pupils learn how to use formations in dance to make it</p>	<p>hands. Pupils also learn to move their feet towards the ball for a successful catch and how to turn in the air away from their defenders to avoid a knock on. 3 Pupils learn how to use the correct technique to throw the rugby ball backwards down a line and whilst moving. Passing is made more challenging by adding defenders to create pressure on the attackers. 4 Learning to tag a player and learn the rules associated with tagging. 5 Pupils learn how to pass and move towards a goal area. Combining passing and running skills using and developing tactics. Players learn to use spaces. 6 Pupils learn how to score in rugby by placing the ball down in target areas. They learn how to work as a team communicating ideas and rules.</p> <p style="text-align: center;">Tennis</p> <p>1 Students learn the correct technique to perform the forehand shot and linking the</p>	<p>direction and beat defenders. 4 To learn how to pass the ball over a variety of distances. 5 To learn the correct technique to strike a ball. 6 To use all the skills learnt and put them into a game situation.</p> <p style="text-align: center;">OAA</p> <p>1 How to use communication to develop leadership skills. 2 How to use communication and leadership to develop directions. 3 To learn about compass directions and orientation. 4 To develop team and compass work through designing pathways on an orienteering map. 5 To develop map orientation and route planning. 6 To be able to organise and plan activities for others to follow.</p>	<p>the move and learn how to stop the ball. 4 To explore how to attack. 5 To explore how to defend and tackle. 6 To implement skills and technique learnt in competitive matches.</p> <p style="text-align: center;">Netball</p> <p>1 To learn how to control their footwork when moving at speed. 2 To develop short distance passing skills on the move. 3 To develop long distance passing on the move using signalling and communication. 4 To develop basic attacking skills, by understanding the principle of creating and moving forward into space to receive the ball. 5 To develop basic defending skills when marking the ball, demonstrating good control and quick reactions within a game situation. 6 To develop the shooting technique and to develop pupils understanding of rules and game play.</p>	<p>4 To develop speed and accuracy in the overarm bowling. 5 Developing rules in a kwik cricket game with the use of overarm bowling. 6 To understand the rules of Kwik Cricket and how to run between the wickets.</p> <p style="text-align: center;">Gymnastics</p> <p>1 To learn how to perform point and group balances. 2 To learn the difference between symmetric and asymmetric shapes. 3 To be able link balances and shapes to create a short routine. 4 To be able to incorporate a piece of equipment into a short routine. 5 To understand the principles behind effective jumping. 6 To be able to create and perform a routine which involves all skills learnt from previous weeks.</p>	<p>3 To learn how to use and perform the sprint start technique. 4 To experiment different techniques required to take part in several throwing events. 5 To learn how to perform relay races with a relay baton. 6 To compete in a number of exercises encouraging students to perform the skills they have learnt.</p> <p style="text-align: center;">Rounders</p> <p>1 Pupils learn how to perform a two handed and one-handed catch when a partner feeds them the ball. A competitive element adds pressure to challenge the pupil's ability. 2 Pupils learn to consistently throw and catch with a partner at long distances. 3 Pupils learn to strike a bowled ball. Focus on using power and strength. Batting tactics are also introduced aiming into zone areas. 4 Pupils learn running skills and experiment with the speed in which they run using fun modified games.</p>
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	<p>more create and more aesthetically pleasing. Pupils learn how to flow into formations using different relationships. 5 Pupils learn how to create a clear, middle and an end to their routines by using stillness. Pupils use partner balance to develop their stillness ideas. 6 Competition week: Pupils recap their performance skills, and use these in their final dance, to gain points from the judge. Prizes can be awarded.</p>	<p>similarities between the rolling of the ball and the forehand shot itself. 2 Students are to learn the correct technique to perform the backhand shot. 3 Students will be taught to perform the volley shot using the correct technique. 4 The students learn how a competitive game of tennis is started with a serve and the correct technique to perform a serve. Year 5/6's are encouraged to perform the overarm serve in tennis. 5 Students are taught the correct terminology for the court markings and will be able to highlight the different court markings used in both single and double Tennis. Students will also be taught and learn to play a competitive game using the correct tennis scoring. 6 During week six students furthermore show their knowledge and ability to play competitive tennis.</p>				<p>5 Pupils explore the bowling technique and target throwing. 6 Pupils learn basic rules and positions and play enjoyable modified games with a competitive element to encourage the use of their skills in a game situation.</p>
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<p>MFL (French)</p> <p>Following Primary Language Network</p>	<p>Talking about us, School subjects.</p> <p>1: I can introduce myself with simple sentences. AT6 2: I can introduce myself with simple sentences, including a variety of feeling phrases. AT6 3: I can explain in more detail how I am feeling. AT4 4: I can use pronouns to talk about someone else. AT10 5: I can name school subjects and say which ones I like/dislike. AT4 6: I can give my opinions about subjects. AT10</p>	<p>In the city, Shopping, Festive Jumpers.</p> <p>1: I can understand some facts about a city in French. 2: I can give some simple directions around a town or city. 3: I can ask for a ticket. 4: I can say and write a simple description of a city. 5: I can buy an item and ask the price. L6: I can describe a festive jumper.</p>	<p>Healthy eating, Going to the market, Fruit salad recipe.</p> <p>1: I can recall nouns for fruits and vegetables and identify the gender of the nouns. 2: I can talk and write about fruits and vegetables. 3: I can take part in a class survey about favourite fruits and vegetables. 4: I can recall and use numbers 0-100 and ask prices for fruits and vegetables. 5: I can participate in a simple shopping dialogue at a market. 6: I can understand and use some simple recipe instructions.</p>	<p>Clothes, colours, fancy dress.</p> <p>1: I can understand and name some items of clothing in French. 2: I can identify parts of the verb “porter” to talk about what I am wearing. 3: I can describe clothes I am wearing using adjectives of colour. 4: I can describe clothes I am wearing using more adjectives. 5: I can understand a detailed description of a fancy dress outfit. 6: I can design and describe a football/sports kit.</p>	<p>Out of this world.</p> <p>1. I can understand words used on an ID card. 2. I can ask and answer questions about someone’s identity. 3. I can name planets in French and use adjectives to describe them. 4. I can read and understand simple information about planets. 5. I can recall and use familiar vocabulary to understand simple information about planets. 6. I can create an imaginary planet and make a poster with information about it.</p>	<p>Going to the seaside/ Language Puzzle.</p> <p>1. I can understand the nouns for items I take to the beach. AT9 2. I can recall some sentence starters and use them to talk about the seaside. AT4 3. I can understand and say persuasive sentences about visiting the seaside. AT4 4. I can create extended sentences about visiting the seaside. AT10 5. I can read and understand facts about the seaside. AT7</p>
<p>School Values</p>	<p>Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection</p>	<p>Week 1/2: Resilience Week 3/4: Kindness Week 5/6: Reflection</p>	<p>Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection</p>	<p>Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Resilience</p>	<p>Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection</p>	<p>Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Aspiration</p>
<p>Visitors/Trips</p>			<p>Dover Castle</p>		<p>Theatre (Marlowe)</p>	
<p>Whole School</p>	<p>Black History Month Mental Health Awareness Day PTA School Disco</p>	<p>National Stress Awareness Day Firework Extravaganza Road Safety Awareness Children in Need day Christmas Jumper Day Winter Wonderland</p>	<p>Make Your Dreams Come True Day Safer Internet Day Random Act of Kindness Day PTA School Disco Mother’s Day gifts</p>	<p>Mental Health Week World Book Day Comic Relief PTA Sponsored Bounce Open Afternoon MADD Day</p>	<p>World Autism Awareness Day Father’s Day gifts.</p>	<p>National Sports Week PTA Non-uniform day Happy, Healthy, Hampton Day Summer Fair Transition Day Meet your new teacher PTA School Disco</p>

Although we aim to follow this curriculum overview throughout the year, this may well be subject to change as we adapt planning and teaching based on the needs of the children. Therefore, this curriculum overview will be refreshed at points during the year. Disciplinary and substantive knowledge will remain the same for progression

