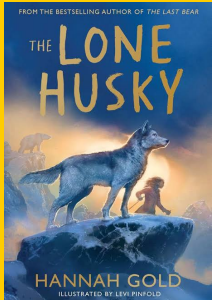
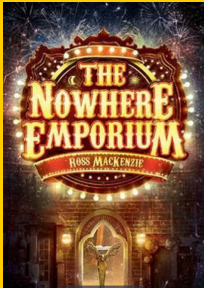
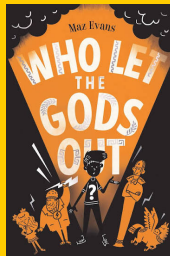
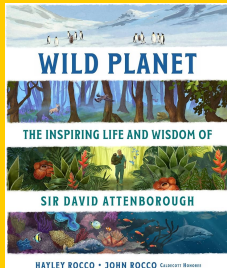




Curriculum Overview Yearly Plan – Year 5 – 2024/25						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading						
Writing	The Barnabus Project Narrative skill: Character description Non-Fiction Focus: Explanation text	The Lone Husky Narrative skill: Setting description Non-Fiction Focus: Explanation text	The Nowhere Emporium Narrative skill: Story opening to advance action Non-Fiction Focus: Writing to persuade	The London Eye Mystery Narrative skill: Dialogue & characterisation Non-Fiction Focus: Writing to persuade	Who Let The Gods Out Narrative skill: Diary entry from the perspective of a character Non-Fiction Focus: Non-chronological report	Wild Planet Narrative skill: Biography Non-Fiction Focus: Poetry
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.		<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,		<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 why trade routes were important to the Vikings. -Identify the differences between Viking sagas. -Evaluate the impact of Viking achievements.	evaluating which of his wives best met his requirements. -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.	-Explain what philosophy is. -Identify the achievements of the ancient Greek philosophers. -Identify the ancient Greeks' legacies and their impact.
Geography Following Kapow	<u>What is life like in the Alps?</u> -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?'	<u>Why do oceans matter?</u> -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.	<u>Would you like to live in the desert?</u> -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.
DT Following Kapow	<u>Cooking and Nutrition: Developing a recipe</u> -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.	<u>Mechanical Systems: Making a Pop-up Book</u> -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.	<u>Structures: Bridges</u> -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.

		-Use appropriate materials and captions to illustrate the story. <u>Mechanical Systems: Automata Toys</u> -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.	-Smooth down any rough-cut edges with sandpaper. -Follow each stage of the truss bridge creation as instructed by their teacher. -Complete a bridge, with varying ranges of accuracy and finish, supported by the teacher. -Identify some areas for improvement, reinforcing their bridges as necessary. <u>Structures: Playgrounds</u> -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: Style: Rock 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)	Classroom Jazz 1 Unit: Classroom Jazz 1 Style: Jazz 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	Make You Feel My Love Unit: Make You Feel My Love Style: Pop Ballads Topic and cross-curricular links: Historical context for ballads. Links to other units: Mamma Mia - KS2/ages 7-11 (Scheme Year 4)	Fresh Prince of Bel-Air Unit: Fresh Prince of Bel-Air Style: Hip Hop 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)	Dancing in the Street Unit: Dancing in the Street Style: Motown 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)	Reflect, Rewind and Replay Unit: Reflect, Rewind and Replay 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
Science Following Kapow	Materials: Properties and changes 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.	Materials: Mixtures and separation 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	Forces and space: Earth and Space 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.	Living things and their habitats: Life cycles and reproduction 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.	Forces and space: Imbalanced forces 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.	Animals: Human timeline. Making connections. 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

	-Demonstrate, identify and describe reversible and irreversible changes. Working scientifically: -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.	common examples of solutions. -Recall some factors that affect the time taken to dissolve. -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. Working scientifically: -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	-Explain how a sundial works. -List some of the uses of satellites and explain why space junk poses a problem to them. Working scientifically: -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.	Working scientifically: -Observe and compare equivalent parts in different flowers. -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.	-Explain how to make an object aerodynamic or streamlined. -Describe the effects of levers, pulleys and simple machines on movement. Working scientifically: -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.	that occur during puberty. -Recall what is meant by a gestation period. -Describe how gestation varies across animals and compare this to humans. Working scientifically: -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.
--	---	---	--	--	--	---

		and how long to take them for.				
Computing Following MrPict 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. (See separate document for e-safety skills)	AR and VR Interactive Poster Using Eyejack 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. Presentations Web-page Design Using Adobe Spark Page 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	Sound 4 Chord Remix Using Garageband 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. Animation Character Interview Using Animate Anything or Talk & Apple Clips 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.	Animation Animated Scene Using Keynote 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. Video Creation News Report Doink Green Screen 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.	Data Handling Google Sheets Using Google Sheets 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. Artificial Intelligence My AI Intervention Using Tinkercad 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.	Programming Coding Using Tinkercad 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. Programming Platform Game Scratch 3.0 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.	Programming Quiz Using Scratch 3.0 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. Programming Microbit Score Counter Using Microbit and MakeCode 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. Computer Networks Search Engines Using Adobe Spark

	to a image by embedding digital content and -publishing it online. I know how to create a webpage and embed video.					Children will: -know how to use search technologies effectively -understand that web spiders index the web for search engines. -appreciate how pages are ranked in a search engine.
PSHE, SMSC, SRE, Wellbeing Following Jigsaw	<u>Being Me in My World</u> Children will: -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	<u>Celebrating Differences</u> Children will: -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.	<u>Dreams and Goals</u> Children will: -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	<u>Healthy Me</u> Children will: -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	<u>Relationships</u> Children will: - 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.	<u>Changing Me</u> Children will: - 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).

	community and know how to participate in this.		suggest ways they might do this, e.g. through sponsorship.	need to make to be healthy and happy.		-identify what they are looking forward to when they move to their next class.
RE Following Jigsaw RE	Enquiry 1: What is the best way for a Muslim to show commitment to God? I can name a commitment that is important to me and say why it is important I can explain some of the ways that Muslims might show commitment to God I am starting to understand that some examples of commitment are more significant to some Muslims than others I can say which I think is the best way for a Muslim to show commitment to God and say why	Is the Christmas story true? I can explain how "true" could mean different things to different people, and how stories can be "true" in different ways. I can describe what a Christian might learn from the Christmas story. I can start to explain the Christian belief that Jesus was the incarnation of God. I can express an opinion on whether the Christmas story is true and what this might mean to Christians.	Enquiry 2: How is the Qur'an vital to Muslims today? I can explain what I have learnt from a text and how I might care for things which are important to me I know the story of the Night of Power I can explain facts about the treatment of the Qur'an and how it was revealed I am starting to explain why the Qur'an is shown respect by the actions Muslims take I can explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today	Does belief in the Trinity help Christians make better sense of God as a whole? I can explain my own definitions of purpose and destiny. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can start to explain whether the evidence shows that God intended Jesus to be crucified and rise again, or whether the crucifixion was the consequence of the events of Holy Week. I can consider important questions about whether Jesus knew he was going to be crucified. I can start to express an opinion on whether Jesus' crucifixion was his destiny or purpose.	Enquiry 3: Does belief in Akhirah (life after death) help Muslims lead a good life? I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow I am starting to explain how my beliefs about life after death make a difference to how I see things I can explain how believing in Akhirah influences Muslims to do their best to lead good lives I am starting to explain different Muslim interpretations of Jihad and explore their justifications for these I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims	What is the best way for a Christian to show commitment to God? I can show an understanding of why people show commitment in different ways. I am starting to explain why one way of showing commitment may not be better than another. I can recall key Christian verses: The 10 Commandments and 'Love your neighbour as yourself'. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God might be better than others for Christians.

					I can explore my own and other people's attitudes towards interpretations and recognise and challenge stereotyping	I am starting to explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.
PE Following Get set 4 education	<u>Football:</u> To develop attacking skills and apply them to different situations. To send and receive under pressure. To communicate with my team, move into space and take the ball towards goal. To use defensive techniques to win possession. To apply defending tactics as a team. To use and apply skills, principles and tactics to a game situation. <u>Tennis:</u> To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand	<u>Gymnastics:</u> To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation. To perform progressions of inverted movements.	<u>Handball:</u> To send and receive under pressure. To select skills to move towards goal, away from defenders and create space. To combine attacking skills to create shooting opportunities. To use defensive skills to gain possession. To defend as a team, deny space and gain possession. To apply rules, tactics, skills and principles to play in a tournament. <u>Dance:</u> THEME: Dance by Chance To create a dance using a random structure and perform the actions showing quality and control. THEME: Dance by Chance To understand how changing dynamics	<u>Rugby</u> To apply attacking skills to a game situation. To make decisions and understand when to pass and when to run with the ball. To apply attacking skills effectively within the rules. To work as a team to delay opponents and stop the opposition from scoring. To apply attacking skills to create space and beat a defender. To apply rules and skills to take part in competitive games. <u>Basketball:</u> To develop ways to move the ball and apply them to different situations. To develop movement skills to lose a defender in different situations.	<u>Cricket:</u> To develop throwing and catching skills and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game. To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under some pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament, using tactics identified throughout the unit. <u>Netball:</u> To explore attacking skills in different situations.	<u>Athletics:</u> To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. <u>Rounders:</u> To develop throwing and catching and apply them relevantly to the situation. To develop bowling accuracy and perform the skill within the rules of the game.

	groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills and principles to play against an opponent.	To perform progressions of inverted movements. To explore matching and mirroring in sequence work. To explore matching and mirroring using actions both on the floor and on apparatus. To create a partner sequence using apparatus. To create a group sequence using apparatus. <u>Hockey:</u> To use attacking skills to beat a defender. To apply attacking skills under pressure. To communicate with my team, move into space and take the ball towards goal. To learn defensive techniques to gain possession. To use defending tactics to gain possession.	changes the appearance of the performance. THEME: Dance by Chance To understand and use relationships and space to change how a performance looks. THEME: Rock 'n' Roll To copy and repeat movements in the style of rock 'n' roll. THEME: Rock 'n' Roll To work with a partner to copy and repeat actions in time with the music. THEME: Rock 'n' Roll To work collaboratively with a group to choreograph a dance in the style of Rock 'n' Roll. THEME: Ancient Maya To develop set choreography inspired by a Mayan god. THEME: Ancient Maya To choose actions to create a motif in a given character with consideration of dynamics, space and relationships. THEME: Ancient Maya To use structure to choreograph a dance performance. THEME: Chinese Dance	To communicate with my team, move into space and take the ball towards the goal. To defend an opponent and know when to try to intercept. To develop shooting and explore when to pass, dribble or shoot. To use and apply skills, principles and tactics to a game situation.	To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards goal. To defend an opponent and know when to try and intercept. To develop attacking skills to score under pressure. To use and apply skills, principles and tactics to a game situation.	To develop batting skills, identify when I am successful and what I need to do to improve. To develop fielding techniques and begin to use these under pressure. To understand the need for tactics and identify when to use them. To apply skills and knowledge to compete in a tournament. Using tactics identified
--	--	--	--	--	--	---

		To apply rules, skills and principles to play in a tournament.	To use matching, canon and unison in the style of the lion dance. THEME: Chinese Dance To use space and relationships to create a dragon dance. THEME: Chinese Dance To select and combine dance tools to choreograph and perform a Chinese dance.			
MFL (French) Following Primary Language Network	<u>Talking about us, School subjects.</u> 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	<u>In the city, Shopping, Festive Jumpers.</u> 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.	<u>Healthy eating, Going to the market, Fruit salad recipe.</u> 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.	<u>Clothes, colours, fancy dress.</u> 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.	<u>Out of this world.</u> 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.	<u>Going to the seaside/ Language Puzzle.</u> 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
School Values	Week 1/2: Aspiration Week 3/4: Kindness	Week 1/2: Resilience Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Resilience	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Aspiration

	Week 5/6: Reflection					
Visitors/Trips				Deal Castle		
Whole School	Black History Month Mental Health Awareness Day PTA School Disco	National Stress Awareness Day Firework Extravaganza Road Safety Awareness Children in Need day Christmas Jumper Day Winter Wonderland	Make Your Dreams Come True Day Safer Internet Day Random Act of Kindness Day PTA School Disco Mother's Day gifts	Mental Health Week World Book Day Comic Relief PTA Sponsored Bounce Open Afternoon MADD Day	World Autism Awareness Day Father's Day gifts.	National Sports Week PTA Non-uniform day Happy, Healthy, Hampton Day Summer Fair Transition Day Meet your new teacher PTA School Disco

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

