Poppleton Ousebank PRIMARY SCHOOL

Year 5 Curriculum Overview

Curriculum Overview for Year 5

Autumn

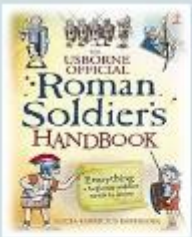
This term is history themed - Invaders and Settlers

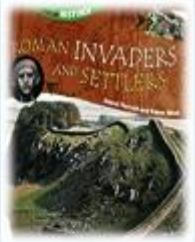
English

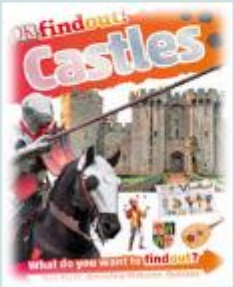
Literacy driver Invaders & Settlers

Short Extracts –
Beowolf poem (Symbolic)
*Who Let the Gods Out (Symbolic)
BoB Cox Opening Doors -Spooky Scientists (P23)

Class novel







Handwriting
Write legibly using joined, cursive handwriting.
Composition
Write for a range of purposes, *knowing key features of a genre*
Use paragraphs or sections to organise ideas
Use prepositions to express place and time and use adverbs
Punctuation
Use the full range of punctuation taught at KS1, punctuation for dialogue and commas for fronted adverbials

Maths

Number and place value

- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- Solve number problems and practical problems that involve all of the above
- Read roman numerals to 1,000 (m) and recognise years written in roman numerals
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero

Addition and subtraction

- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Add and subtract numbers mentally with increasingly large numbers
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- Estimate and use inverse operations to check answers to a calculation

Statistics

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

Multiplication and division

- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes
- Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3

Spelling
Add prefixes and suffixes to spell many words correctly
Spell many KS1, Y3/4 and Y5/Y6 common exception words correctly
Editing
Assess the effectiveness of their own and others' writing by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
Ensuring the consistent and correct use of tense throughout a piece of writing
Proofread for spelling and punctuation errors
Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000

Measurement
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes

History

- Around 2,000 years ago, Britain was ruled by tribes of people called the Celts
- In AD 43, Britain was invaded by Romans, who landed on the beaches of Kent.
- AD 43 to AD 410: Roman Empire in Britain
- Boudicca led an uprising against the Roman occupation. She was defeated in 61AD.
- Many Roman structures can still be seen in cities across Britain. The Romans' presence is still evident in York.
- The names of many Roman settlements still exist
- The laws and ways we determine what to do with someone who is accused of breaking a law came originally from the Roman Empire.
- Emperor Hadrian built Hadrian's Wall along the border between modern day Scotland and England in 122AD. This was to keep out the Barbarians of the North.
- AD 410 to AD 800: Anglo Saxon rule in Britain
- The Anglo-Saxons made their way over to Britain after the fall of the Roman Empire in AD 410.
- By the ninth century, the country was divided into four kingdoms – Northumbria, Mercia, East Anglia and Wessex.
- Anglo-Saxon rule came to an end in 1066 when William of Normandy and an invading army crossed the channel from France, bringing about The Battle of Hastings

Science

Changing Materials
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- 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.

Geography

Physical Geography
- Map work showing how countries boundaries have changes due to military advancement.

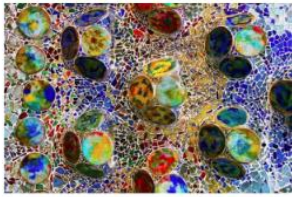
Human
- Comparison of roads and cities during Roman, Anglo-Saxon and Viking periods.

- The Viking Age in Britain began about 1,200 years ago in the 9th Century AD and lasted for just over 200 years.

Art

Artist Study : Antoni Gaudi

Isaiah Zagar

- Drawing – castle towers and turrets (Linked to History, Attack and Defence)
- Pencil - Line, shade, shape
- Sculpture and mosaic - tiles and a range of small objects.
- Pattern, colour, form, texture.



Design Technology

Food - Celebrating Culture and Seasonality

- Make, decorate and present the food product appropriately for the intended user and purpose.
- Children use first hand and secondary sources to carry out relevant research into existing products to include personal/cultural preferences, ensuring a healthy diet, meeting dietary needs and the availability of locally sourced/seasonal/organic ingredients. This could include a visit to a local bakery, farm, farm shop or supermarket e.g. What ingredients are sourced locally/in the UK/from overseas? What are the key ingredients needed to make a particular product? How have ingredients been processed? What is the nutritional value of a product?
- Techniques could be practised following a basic recipe to prepare and cook a savoury food product.
- Evaluate how effectively their designed food product met the design brief and how successful the product they produced tastes.

Music

Rhythm and Blues

- Children learn to identify the key features and mood of Blues music and its importance and purpose. They also get to grips with the 12-bar Blues and the Blues scale, and combine these to create an improvised piece with a familiar, repetitive backing.

Remixing and Looping

- Children learn about how dance music is created, focusing particularly on the use of loops, and learn how to play a well- known song before putting a dance music spin on it to create their own versions

	Computing	Physical Education	Modern Foreign Language (French)
	E-Safety **Be Internet Brave** • Understand what types of situations call for getting help or talking things out with a trusted adult. • Consider what options there are for being brave and why bringing adults into the conversation is important. **Sharing information** • Identifying and exploring how information is shared between digital systems. • Video editing Planning, capturing, and editing video to produce a short film.	**Gymnastics** • To perform a forward roll. To perform a range of rolls with different start and finishing positions. • To perform a backward roll from different starting and finishing positions. • To perform the three stages of a handstand. • To perform the step of a cartwheel. • To link two or more movements together. • To create a sequence of a range of movements. **Dance** • Learn the key movements of the DDMIX Line dance, demonstrating clear dynamics. • Explore moving different body parts in contrasting ways, in relation to stimuli. • Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison. • Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group. • Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics. • Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence **Games - Invasion Games** • Use different techniques for passing, controlling, dribbling and shooting the ball in games. • Apply basic principles of team play to keep possession of the ball • Use marking, tackling and/or interception to improve their defence. • Play effectively as part of a team; know what position they are playing in and how to contribute when attacking and defending. • Plan practices and warm ups to get ready for playing safely • Recognise their own and others' strengths and weaknesses in games	• BON APPETIT/BONNE SANTE • Fruit Revise and practise colours and numbers to 31 and higher. • Express opinions and preferences. • Understand a recipe. • Revise days of the week. Join in with 'Jacques le gourmand' story. • Learn other food and drink vocabulary.

		• Suggest ideas that will improve performance	

P.S.H.E and Character Education

Being Me in My World

- My Year Ahead
- Being a Citizen of My Country
- Year 5 Responsibilities
- Rewards and Consequences
- Our Learning Charter
- Owning our Learning Charter

Celebrating Difference

- Different Cultures
- Racism
- Rumours and Name-Calling
- Types of Bullying
- Does Money Matter?
- Celebrating Different Across the World

Religious Education

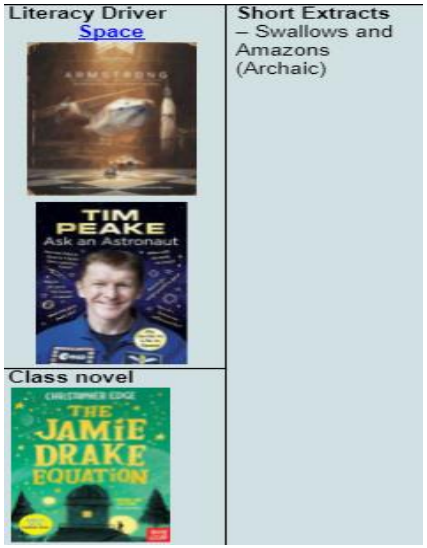
Existence of God

- Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1)
- Give two reasons why a Christian believes in
- God and one why an atheist does not (A3).
- Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).
- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).
- Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).
- Present different views on why people believe in God or not, including their own ideas (C1)
- Explain how Christians sometimes disagree about what God is like, giving examples ofhow they interpret texts differently (B3).
- Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and argument

Spring

This term is science themed -Space

English



Maths

Multiplication and division

- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- Multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

- **Fractions (including decimals and percentages)**
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, 2 /5 + 4/ 5 = 6/ 5 = 1 1/ 5]
- Compare and order fractions whose denominators are all multiples of the same number
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number

Handwriting
Maintain legibility in joined handwriting when writing at length
Composition
Write effectively for a range of purposes and audiences, selecting language that shows growing awareness of the reader
In narratives,
Develop and keep characters consistent through description
* Develop settings through description and link this with the characters or plot
* Vary story openings: start with dialogue, action or description
* Use paragraphs to vary pace and emphasis
* Use dialogue to move action forward
Use a wide range of clause structures, sometimes varying their position within the sentence
Use verb tenses consistently and correctly throughout their writing
Use the passive to affect the presentation of information in a sentence
Punctuation
use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)
Spelling
spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6)

- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Read, write, order and compare numbers with up to three decimal places
- Read and write decimal numbers as fractions [for example, = 71/ 100
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- Solve problems which require knowing percentage and decimal equivalents of 1/ 2 , 1 /4 , 1 /5 , 2/ 5 , 4 /5 and those fractions with a denominator of a multiple of 10 or 25

History

- The Moon Landing in 1969 was manned by Neil Armstrong and Buzz Aldrin.
- Recall important events in space travel
- Understand that space exploration is relatively new, building on theories from Ancient Greece

Science

Earth and Space-

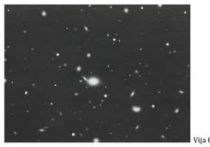
- Describe the movement of the Earth relative to the Sun in the solar system.
  Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Describe the movement of the Moon relative to the Earth.

Light-

- Understand that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict

Geography

- The seasons are caused by the tilt of the Earth's rotational axis away or toward the sun as it travels through its year-long path around the sun.
- Locations near the centre of the Earth are known to lie on the Equator. Countries in the northern area above the Equator are said to be in the Northern hemisphere and those below, in the Southern Hemisphere.
- When the Northern hemisphere experiences Summer, the southern Hemisphere experiences the Winter.

		the size of shadows when the position of the light source changes. **Forces-** • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
	Art **<u>Artist study</u>**: Salvador Dali - Surrealism Vincent Van Gogh 'Starry Night' Vija Celmins 'Night Sky'      Vija Celmins 'Night Sky' series of paintings **<u>Skills and Media</u>** • Collage using computing skills – surrealism focussed on spacemen • Paint • Line, colour • The focus for the space art is the exploration of a variety of media and techniques – acrylic paint, • watercolour paints, chalk, jelli printing, acrylic pour. Explore the techniques to create a piece of Nebula art	**Design Technology** **Frame Structures** • Designing, making and evaluating a frame structure fit for a purpose. • Children investigate and make annotated drawings of a range of portable and permanent frame structures, e.g. tents, bus shelters, umbrellas. Use photographs and web-based research to extend the range e.g. How well does the frame structure meet users' needs and purposes? Why were materials chosen? What methods of construction have been used? How has the framework been strengthened, reinforced and stiffened? How does the shape of the framework affect its strength? How innovative is the design? When was it made? Who made it? Where was it made? Children should produce a detailed, step-by-step plan, listing tools and materials. • Children's sketches should be annotated with notes to help develop and communicate their ideas. • Encourage children to model their ideas first using materials such as paper, card and paper straws	**Music** **Chords on tuned instruments –** • Children learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe. • They will also learn a traditional West African drum and add some dance moves ready to perform the song in its entirety. **Composing –** • Children explore the associations between music, sounds and colour, building up to composing and, as a class, performing their own musical composition to represent Holi, the Hindu festival of colour, which celebrates the beginning of spring and the triumph of good over evil. • Holi celebrations include people throwing and smearing each other with vibrant, multi-coloured paints and powders.
	Computing **Selection in physical computing**	**Physical Education** **Dance** • Learn the key movements of the DDMIX Line dance, demonstrating clear dynamics.	**MFL** • Different types of music. • Express opinions using 'c'est'.

	• Exploring conditions and selection using a programmable microcontroller. **Flat-file databases** • Using a database to order data and create charts to answer questions	• Explore moving different body parts in contrasting ways, in relation to stimuli. • Link the key movements to form the DDMIX Line dance, explore mirroring movements and dancing in unison. • Create a dance phrase that can be combined and linked with a Line dance. Work constructively with a partner and/or small group. • Learn the key movements of the DDMIX Hand jive, demonstrating clear dynamics. • Link the key movements to form the DDMIX Hand jive. Children create their own hand jive sequence. **Net/Wall** • Play games with help, *eg someone to catch the ball when it is hit, someone to feed them*; • use a small range of basic shots on both sides of the body; • with help, get games to flow; apply some of the basic tactics; • recognise the need to warm up and carry out exercises safely; • recognise when they and others are playing well and identify why, with help **Striking and Fielding** • Play the games, but may need extra support; hit a ball bowled sympathetically to them; • play a range of roles in a fielding team, but with varying degrees of success; • know the basic rules; • understand the need for different tactics; • recognise that it is important to warm up and carry out exercises safely and carefully; • recognise why some practices help to improve their play. **Swimming**	• Conduct a survey about people's music preferences. • Use formal and informal question forms. • Understand more complex sentences. • Perform a role play about buying a cd/music poster. • Learn the names of some musical instruments. • Introduce idea of- er verb conjugation with first, 2nd and 3rd person singular. • Perform and write a pop star interview. • Use as a way to revise general conversation previously taught. • Easter
	P.S.H.E and Character Education **Dreams and Goals** • When I Grow Up • Investigate Jobs and Careers		**Religious Education** **Teachings of Jesus** • Make connections between some of Jesus' teachings and the way Christians live today

- My Dream Job. Why I want it and the Steps to Get There.
- Dreams and Goals for Young People in Other Cultures
- How Can We Support Each other?
- Rallying Support

Healthy Me

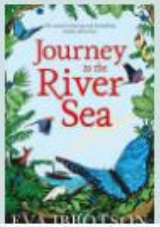
- Smoking
- Alcohol
- Emergency Aid
- Body Image
- My Relationship With Food

- Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas
- Outline Jesus' teaching on how his followers should live
- Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live
- Explain the impact Jesus' example and teachings might have on Christians today
- Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today
- Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus
- Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas

Summer

This term is geography themed -

English

Literacy driver The Rainforest 	Short ExtractsThe Jungle Book (Archaic Language) Tyger Tyger poem (Archaic/resistant) Pax (Complexity of Narrator) Bob Cox – Moon Seeds – The First Men on the Moon (P87)
Class novel 	

Handwriting

Write neatly at pace for extended periods.

Composition

Write effectively for a range of purposes and audiences, taking guidance and inspiration from a worked example and WAGOLL.

Use relative clauses , sometimes omitting the relative pronoun

Maths

Fractions (including decimals and percentages)

- Solve problems involving number up to three decimal places
- Read, write, order and compare numbers with up to three decimal places
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents

Geometry – properties of shape

- Identify: –angles at a point and one whole turn (total 360°) –angles at a point on a straight line and 1 2 a turn (total 180°) –other multiples of 90°
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- Draw given angles, and measure them in degrees (°)
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Identify 3D shapes, including cubes and other cuboids, from 2D representations

Geometry – position and direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Measurement

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)

Begin to create atmosphere, and integrate dialogue to convey character and advance the action. Select precise vocabulary and grammatical structures that reflect the level of formality required mostly correctly. Knowing how to make writing succinct by using precise grammar and punctuation to engage the reader, sometimes showing and not telling. **Punctuation** Use commas for clarity mostly correctly Use some punctuation for parenthesis (brackets, commas and dashes)	• Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling • Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints • Solve problems involving converting between units of time • Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)] and capacity [for example, using water]	
History • Henry Walter Bates was an English naturalist and explorer – he travelled the Amazon collecting examples of birds and insects. • Francisco de Orellana was the first person (western world) to navigate the entire Amazon River, although there is evidence of pre-Colombian settlements dating back to 1250 – 1500AD	**Science** **Animals (Including humans)** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals. **Living things and their habitat** • Identify how plants and animals, including humans, resemble their parents in many features. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).	**Geography** A rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall. They are the oldest living ecosystems, with some surviving in their present form for at least 70 million years. • Rainforests are incredibly diverse and complex, home to more than half of the world's plant and animal species. • Rainforests thrive on every continent except Antarctica. • Rainforests are structured in four layers: emergent, canopy, understorey and forest floor – within each of these layers, different plants and animals exist. • Rainforests have been home to thriving, complex communities for thousands of years - each with a colourful lifestyle and culture .e.g Mbuti tribe in Central Africa and Yanomamo in the northern Amazon rainforest. • Rainforests have many benefits – ecological well-being of our planet, they produce 20% of our oxygen, store a huge amount of CO2, drastically reducing the impact of greenhouse emissions. They help to maintain the world's water cycle, more than 50% of precipitation in a rainforest is returned to the atmosphere by evapotranspiration, helping regulate rainfall around the planet. • Rainforests provide us with many products that we use everyday. E.g tropical woods, bamboo, cinnamon, vanilla, bananas, mangos and cocoa. They also provide us with many medicinal products. • Threats to rainforests – rainforests are reducing at an alarming rate due to human development e.g logging, cattle ranching, mining, hydro-electric power projects. Economic inequalities also fuel rapid deforestation as locals are motivated to convert forests to farm land. • Many individuals, communities, governments and organisations are taking innovative approaches to protect threatened habitats. Wildlife organisations work to reduce the use of resources from the rainforest to prevent further deforestation e.g Chester Zoo and Palm Oil use.

			• Rainforests are often the source of many stories and myths. • Rainforests have been a stimulus for artists, musicians and dancers for centuries.
	Art **<u>Artist study:</u>** Abel Rodriguez (elder from Nonuya ethnic group in Colombian Amazon)  John Dyer 'Spirit of the rainforest' project with Nixiwake Yawanawa  Henri Rousseau 'Tiger in a tropical storm'  **<u>Skills and Media</u>** • Painting • Fine brushes, block paints/powder paints, acrylic paint • Use of brush and techniques to create different effects. Colour /tones, size, shape, line • Drawing • Oil pastels, Posca pens • Colour, shape, line, shade	**Design Technology** **Mechanical Toys (CAMS) -** • Discuss with the children different types of movement: rotary, oscillating and reciprocating. Make simple models of different types of cams or have toys in which the cam mechanisms can be seen. Use videos, photographs and computer animations of products that cannot be explored through first-hand experience. • Develop measuring, marking, cutting, shaping and joining skills using saws and drills. • Evaluate throughout and the final product in use, comparing it to the original design specification. Critically evaluate the quality of the design, the manufacture, functionality, innovation shown and fitness for the intended user and purpose.	**Music** **Pulse and Rhythm –** • A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. • They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer. **Overall performance –** • children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance, as well as exploring how music can be used to tell a story, learning about performance aspects as they use songs to convey emotions
	Computing **Vector drawing** • Creating images in a drawing program by using layers and groups of objects	**Physical Education** **Athletics** • Understand and demonstrate the difference between sprinting and distance running;	**MFL** • Learn names of pets. • Have a conversation about pets describing what pets you have and don't have. • Conduct a survey about other people's pets.

	Selection in quizzes • Exploring selection in programming to design and code an interactive quiz	• sustain their pace and effort for short periods of time; • demonstrate a range of throwing actions using modified equipment, with some accuracy and control; • demonstrate a range of simpler jumping skills in different activities; • identify activities that need more power or more stamina; • with guidance, take different roles, *eg recorder*; • explain some of the similarities and differences between different throws or jumps. **Dance** • To learn the key movements of the DDMIX Arabic dance, demonstrating clear dynamics. • To link key movements to form the DDMIX Arabic dance. • Choreograph an Arabic dance sequence, focusing on contrasting dynamics • Apply a choreographic device to an Arabic dance sequence. • Create an Arabic dance sequence by linking given and devised movements. • Perform an Arabic dance using contrasting dynamics and expression. **Gymnastics** • Performing shapes when dismounting vault • To use a squat on to mount a vault • To travel across apparatus at different heights • To perform a squat through on a vault • To perform a straddle on a vault • To perform a vault routine	• Opinions about pets including linkage phrases like 'à mon avis', 'par contre', 'je pense que'. • Write a description of a pet including size, age, colour, personality. • Encourage using a dictionary for new adjectives. • Learn the name of some wild animals and describe. • Begin to use qualifiers with confidence. • Listen to and appreciate 'Le Carnaval des Animaux' by Saint Saens. Show understanding of 'Les quatre amis' story. • Design comic strips based on the story and share with the class.
	P.S.H.E and Character Education **Relationships** • Recognising Me • Safety with Online Communities • Being with Online Communities • Being in an Online Community		**Religious Education** • Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims • Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live

	• Online Gaming • My Relationship with Technology : Screen Time • Relationships and Technology **Changing Me** • Self and Body Image • Puberty for Girls • Puberty for Boys • Conception • Looking Ahead 1 • Looking Ahead 2	• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad • Describe and reflect on the significance of the Holy Qur'an to Muslims • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils • Make connections between the key functions of the mosque and the beliefs of Muslims • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life • Answer the title key question from different perspectives, including their own