



YEAR 5 CURRICULUM OVERVIEW

This term is history themed - Anglo-Saxons

English

Reading

Anglo-Saxon Boy
Beowulf
The Call of the Wild
Leaf
My Beautiful Birds
In the Bleak Midmidwinter
Way of the Waves
How to Train your Dragon

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

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

Maths

Place value within 100,000

Numbers to 10,000

Roman numerals to 1000
Rounding to the nearest 10, 100 and 1,000
10,000s, 1,000s, 100s, 10s and 1s.
The number line to 100,000
Comparing and ordering numbers to 100,000
Rounding numbers to 100,000
Roman numerals to 10,000

Place value within 1,000,000

100,000, 10,000s, 1,000s, 100s, 10s and 1s.
Number line to 1,000,000
Comparing and ordering numbers to 1,000,000
Rounding numbers to 1,000,000
Negative numbers
Counting in 10s, 100s, 1000s and 10,000s
Number sequences

Addition and Subtraction

Adding numbers with more than 4 digits
Subtracting numbers with more than 4 digits
Using rounding and estimate to check answers
Mental addition and subtraction
Using inverse operations
Problem solving - addition and subtraction

Graphs and Tables

Interpreting tables
Two-way tables
Interpreting Line Graphs
Drawing Line Graphs

Multiplication and Division

		<p> Multiples Factors Prime Numbers Squares Cubes Inverse Operations Multiplying and dividing by 10, 100 and 1,000 </p> <p>Area and Perimeter</p> <p> Measuring Perimeter Calculating perimeter Calculating Area Comparing Area Estimating Area </p>
<p style="text-align: center;">History</p> <ul style="list-style-type: none"> 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. The significance of the discovery of the burial site at Sutton Hoo, in Suffolk. The impact that the Anglo-Saxons had on Britain, including monasteries and place names. 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 	<p style="text-align: center;">Science</p> <p>Changing Materials</p> <ul style="list-style-type: none"> 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. 	<p style="text-align: center;">Geography</p> <p>Physical Geography</p> <ul style="list-style-type: none"> Mapwork showing how countries boundaries have changes due to military advancement. <p>Human</p> <ul style="list-style-type: none"> Comparison of roads and cities during Anglo-Saxon periods.
<p style="text-align: center;">Art</p> <p>Artist Study : Anglo-Saxon pattern and symbols</p>	<p style="text-align: center;">Design Technology</p> <p>Key area: structures</p> <p>Project: To investigate, design and make a truss bridge.</p>	<p style="text-align: center;">Music</p> <p>Rhythm and Blues</p> <ul style="list-style-type: none"> 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



Skills and media: drawing – using a range of techniques to show tonal contrast and texture in their designs. Encourage them to improve an element e.g line or shape.

Clay: fine skills of carving in clay and imprinting to create texture and design.

Relief printing.

Clay, clay tools and carving equipment



Illuminated letters

Methods and techniques – drawing – work from a variety of sources to develop observational drawing of images, patterns and design.

Media and materials – metallic pens, black fine liners, coloured pencils

Key skills:

- Designing a stable structure that is able to support weight.
- Creating a frame structure with focus on triangulation.
- Make a range of different shaped beam bridges.
- Using triangles to create truss bridges that span a given distance and support a load.
- Independently measuring and marking wood accurately.
- Selecting appropriate tools and equipment for particular tasks.
- Using the correct techniques to saw safely.
- Identifying where a structure needs reinforcement and using card corners for support.
- Explaining why selecting appropriate materials is an important part of the design process.
- Understanding basic wood functional properties.
- Adapting and improving their own bridge structure by identifying points of weakness and reinforcing them as necessary.

Key knowledge:

- To understand some different ways to reinforce structures.
- To understand how triangles can be used to reinforce bridges.
- To know that properties are words that describe the form and function of materials.
- To understand the material (function and aesthetic) properties of wood.

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)
	<p>E-Safety - Be Internet Brave</p> <ul style="list-style-type: none"> 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. <p>Sharing information</p> <ul style="list-style-type: none"> Identifying and exploring how information is shared between digital systems. Video editing Planning, capturing, and editing video to produce a short film. 	<p>Gymnastics</p> <ul style="list-style-type: none"> 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. <p>Dance</p> <ul style="list-style-type: none"> 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 <p>Games - Invasion Games</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Bon appétit/bonne santé 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.

		<ul style="list-style-type: none">Suggest ideas that will improve performance	
	<p>P.S.H.E and Character Education</p> <p>Being Me in My World</p> <ul style="list-style-type: none">My Year AheadBeing a Citizen of My CountryYear 5 ResponsibilitiesRewards and ConsequencesOur Learning CharterOwning our Learning Charter <p>Celebrating Difference</p> <ul style="list-style-type: none">Different CulturesRacismRumours and Name-CallingTypes of BullyingDoes Money Matter?Celebrating Different Across the World	<p>Religious Education</p> <p>What does it mean if God is Holy and Loving?</p> <ul style="list-style-type: none">Identify some different biblical texts, using technical terms accurately.To explain connections between biblical texts and Christian ideas of God, using theological terms.Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.Show how Christians put their beliefs into practice in worshipWeigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. <p>Why is the Torah so important to Jewish people?</p>	
S p r i n g	This term the theme is Space		
	<p>English</p> <p>Reading</p> <p>High flier</p> <p>The Jamie Drayke equation</p> <p>Where we once stood</p> <p>The Gravity planets</p> <p>Sputniks Guide to Earth</p> <p>Curiosity - the story of a Mars Rover</p> <p>Swallows and Amazons</p> <p>Kenny lives with Erika and Martina</p> <p>Time Travelling with a hamster</p> <p>Handwriting</p> <p>Maintain legibility in joined handwriting when writing at length</p> <p>Composition</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows growing awareness of the reader</p> <p>In narratives,</p> <p>Develop and keep characters consistent through description</p>	<p>Maths</p> <p>Multiplication and Division</p> <p>Multiplying numbers with up to 4 digits by 1 digit</p> <p>Multiplying 2 digit numbers</p> <p>Multiplying 3 digit numbers by 2 digit numbers</p> <p>Multiplying 4 digit numbers by 2 digit numbers</p> <p>Division with remainders</p> <p>Problem solving - division with remainders</p> <p>Fractions (1)</p> <p>Equivalent Fractions</p> <p>Converting improper fractions to mixed numbers</p> <p>Converting mixed numbers to improper fractions</p> <p>Number sequences</p> <p>Comparing and ordering fractions</p> <p>Fractions as division</p> <p>Fractions (2)</p> <p>Adding and subtracting fractions with same denominator</p>	




<ul style="list-style-type: none">* 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 <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use the passive to affect the presentation of information in a sentence</p> <p>Punctuation</p> <p>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)</p> <p>Spelling</p> <p>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)</p>	<p>Adding and subtracting fractions with different denominators</p> <p>Problem solving with fractions</p> <p>Fractions (3)</p> <p>Multiplying fractions</p> <p>Calculating fractions of amounts</p> <p>Using fractions as operators</p> <p>Problem solving - mixed word problems</p> <p>Decimals and Percentages</p> <p>Writing decimals</p> <p>Decimals as fractions</p> <p>Understanding thousandths</p> <p>Writing thousandths as decimals</p> <p>Ordering and comparing decimals</p> <p>Rounding decimals</p> <p>Understanding percentages</p> <p>Percentages as fractions and decimals</p> <p>Equivalent fractions, decimals and percentages</p>	
<p>History</p> <ul style="list-style-type: none">● 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	<p>Science (Plus knowledge organiser)</p> <p>Earth and Space-</p> <ul style="list-style-type: none">● 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. <p>Light-</p> <ul style="list-style-type: none">● 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	<p>Geography</p> <p>Physical Geography</p> <ul style="list-style-type: none">● Mapwork showing how countries boundaries have changes due to military advancement. <p>Human</p> <ul style="list-style-type: none">● Comparison of roads and cities during Roman, Anglo-Saxon and Viking periods.

<ul style="list-style-type: none"> The Anglo-Saxons made their way over to Britain after the fall of the Roman Empire in AD 410. 	<p>the size of shadows when the position of the light source changes.</p> <p>Forces-</p> <ul style="list-style-type: none"> 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. 	
<p style="text-align: center;">Art</p> <p>Artist study: Salvador Dali - Surrealism</p> <p>Vincent Van Gogh 'Starry Night'</p> <p>Skills and media: I.T to cut and paste images – selecting backgrounds and images to collage.</p> <p>Close observational skills using a viewfinder.</p> <p>Different techniques using pastels – line drawing, tone, texture</p> <p>Media and materials – chromebooks, pastels, charcoal, different sized paper.</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;">   </div>	<p style="text-align: center;">Design Technology</p> <p>Key area: Mechanical Systems Project: To investigate, design and make a pop-up book.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Designing a pop-up book which uses a mixture of structures and mechanisms. Naming each mechanism, input and output accurately. Storyboarding ideas for a book. Following a design brief to make a pop up book, neatly and with focus on accuracy. Making mechanisms and/ or structures using sliders, pivots and folds to produce movement. Using layers and spacers to hide the workings of mechanical parts for an aesthetically pleasing result. Evaluating the work of others and receiving feedback on own work. Suggesting points for improvement. <p>Key knowledge:</p> <ul style="list-style-type: none"> To know that mechanisms control movement. To understand that mechanisms can be used to change one kind of motion into another. To understand how to use sliders, pivots and folds to create paper-based mechanisms. 	<p style="text-align: center;">Music</p> <p>Chords on tuned instruments –</p> <ul style="list-style-type: none"> 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. <p>Composing –</p> <ul style="list-style-type: none"> 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.

		<ul style="list-style-type: none"> • To know that a design brief is a description of what I am going to design and make. • To know that designers often want to hide mechanisms to make a product more aesthetically pleasing. 	
	<p style="text-align: center;">Computing</p> <p>Selection in physical computing</p> <ul style="list-style-type: none"> • Exploring conditions and selection using a programmable microcontroller. <p>Flat-file databases</p> <ul style="list-style-type: none"> • Using a database to order data and create charts to answer questions 	<p style="text-align: center;">Physical Education</p> <p>Dance</p> <ul style="list-style-type: none"> • 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. <p>Net/Wall</p> <ul style="list-style-type: none"> • Play games with help, <i>eg someone to catch the ball when it is hit, someone to feed them</i>; • 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 <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Play the games, but may need extra support; hit a ball bowled sympathetically to them; 	<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • Different types of music. • Express opinions using 'c'est'. • 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

		<ul style="list-style-type: none">• 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		
	P.S.H.E and Character Education Dreams and Goals <ul style="list-style-type: none">• When I Grow Up• Investigate Jobs and Careers• 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 <ul style="list-style-type: none">• Smoking• Alcohol• Emergency Aid• Body Image• My Relationship With Food	Religious Education How do christians decide how to live? What would Jesus do? Why do Hindus try to be good?	
	This term is geography themed -		
S u m m e r	English Reading The Explorer Into the Unknown See the Ocean The Jungle Book The Lost book of adventure Where are you from? Running Wild Fire girl- forest boy Journey to the River Sea	Maths Decimals Adding and subtracting decimals Decimal sequences Problem solving - decimals Multiplying decimals by 10 Multiplying decimals by 10, 100 and 1000 Dividing decimals by 10 Dividing decimals by 10, 100 and 1000	

	<p>The Tyger poem</p> <p>Handwriting Write neatly at pace for extended periods.</p> <p>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 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.</p> <p>Punctuation Use commas for clarity mostly correctly Use some punctuation for parenthesis (brackets, commas and dashes)</p>	<p>Properties of shapes (1) Measuring angles in degrees Measuring angles with a protractor Drawing lines and angles accurately Calculating angles on a straight line Calculating angles around a point Calculating angles and angles in shapes</p> <p>Properties of shapes (2) Recognising and drawing parallel lines Recognising and drawing perpendicular lines Reasoning about perpendicular and parallel lines Regular and irregular polygons Reasoning about 3D shapes</p> <p>Position and Direction Reflection Reflection with Coordinates Translation Translation with Coordinates</p> <p>Converting Units Metric Units Imperial Units of Length Imperial Units of Mass Imperial Units of Capacity Converting Units of Time Timetables Problem Solving - Measure</p> <p>Volume and Capacity What is Volume? Comparing Volume Estimating Volume Estimating Capacity</p>
<p>History</p> <ul style="list-style-type: none"> Henry Walter Bates was an English naturalist and explorer – he travelled the Amazon collecting examples of birds and insects. 	<p>Science</p> <p>Animals (Including humans)</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. 	<p>Geography</p> <p>A rainforest is an area of tall, mostly evergreen trees and a high amount of rainfall. They are the oldest living</p>

<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Describe the life process of reproduction in some plants and animals. <p>Living things and their habitat</p> <ul style="list-style-type: none"> • 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). 	<p>ecosystems, with some surviving in their present form for at least 70 million years.</p> <ul style="list-style-type: none"> • Rainforests are incredibly diverse and complex • Rainforests thrive on every continent except Antarctica. • Rainforests have been home to thriving, complex communities for thousands of years • Rainforests have many benefits • Rainforests provide us with many products that we use everyday. • Threats to rainforests – rainforests are reducing at an alarming rate due to human development • Many individuals, communities, governments and organisations are taking innovative approaches to protect threatened habitats. • Rainforests are often the source of many stories and myths. • Rainforests have been a stimulus for artists, musicians and dancers for centuries.
<p style="text-align: center;">Art</p> <p>Artist study: Abel Rodriguez (elder from Nonuya ethnic group in Colombian Amazon)</p>  <p>John Dyer 'Spirit of the rainforest' project with Nixiwake Yawanawa</p>  <p>Henri Rousseau 'Tiger in a tropical storm'</p> 	<p>Key area: Cooking and nutrition Project: To investigate, adapt and make a healthy recipe..</p> <p>Key skills:</p> <ul style="list-style-type: none"> • Adapting a traditional recipe, understanding that the nutritional value of a recipe alters if you remove, substitute or add additional ingredients. • Writing an amended method for a recipe to incorporate the relevant changes to ingredients. • Designing appealing packaging to reflect a recipe. • Cutting and preparing recipes safely. • Using equipment safely, including knives, hot pans and hobs. • Knowing how to avoid cross-contamination. • Following a step-by-step method carefully to make a recipe. • Identifying the nutritional differences between different products and recipes. • Identifying and describing healthy benefits of food groups. 	<p style="text-align: center;">Music</p> <p>Pulse and Rhythm –</p> <ul style="list-style-type: none"> • 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. <p>Overall performance –</p> <ul style="list-style-type: none"> • 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

	<p><u>Skills and Media</u></p> <ul style="list-style-type: none"> • Awareness of scale, composition and proportion in drawings. Mark making, blocking of colour and patterns/textures, washes, colour mixing. Mix and match colours to create atmosphere and light effects. • Media and materials – watercolours, acrylic paints 	<p>Key knowledge:</p> <ul style="list-style-type: none"> • To understand where meat comes from - learning that beef is from cattle and how beef is reared and processed, including key welfare issues. • To know that I can adapt a recipe to make it healthier by substituting ingredients. • To know that I can use a nutritional calculator to see how healthy a food option is. • To understand that ‘cross-contamination’ means that bacteria and germs have been passed onto ready-to-eat foods and it happens when these foods mix with raw meat or unclean objects. 	
	<p style="text-align: center;">Computing</p> <p>Vector drawing</p> <ul style="list-style-type: none"> • Creating images in a drawing program by using layers and groups of objects <p>Selection in quizzes</p> <ul style="list-style-type: none"> • Exploring selection in programming to design and code an interactive quiz 	<p style="text-align: center;">Physical Education</p> <p>Athletics</p> <ul style="list-style-type: none"> • Understand and demonstrate the difference between sprinting and distance running; • 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, <i>eg recorder</i>; • explain some of the similarities and differences between different throws or jumps. <p>Dance</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;">MFL</p> <ul style="list-style-type: none"> • 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. • 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.

	<ul style="list-style-type: none">● Create an Arabic dance sequence by linking given and devised movements.● Perform an Arabic dance using contrasting dynamics and expression. <p>Gymnastics</p> <ul style="list-style-type: none">● 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	
<p>P.S.H.E and Character Education</p> <p>Relationships</p> <ul style="list-style-type: none">● Recognising Me● Safety with Online Communities● Being with Online Communities● Being in an Online Community● Online Gaming● My Relationship with Technology : Screen Time● Relationships and Technology <p>Changing Me</p> <ul style="list-style-type: none">● Self and Body Image● Puberty for Girls● Puberty for Boys● Conception● Looking Ahead 1● Looking Ahead 2		<p>Religious Education</p> <p>Islam (living) What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none">● 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. <p>Why do Christians believe that Jesus is the Messiah?</p>