



Achievement for All, Learning Together, Learning for Life



## UKS2 Curriculum (Year 5 and 6)

[Cycle 1](#)

# KS2 Curriculum (Year 5 and 6)

## Cycle 1

### INTENT

See Reading Curriculum Road Map for supplementary texts

<b>Term 1</b> <b>Codebreakers</b> Should codes be broken?	<b>Term 2</b> <b>Survival of the Fittest</b> What do we need to survive?	<b>Term 3</b> <b>Ancient Egypt</b> Can we prove that ancient civilisations were real?	<b>Term 4 and 5</b> <b>The Victorians</b> Golden age or dark age?	<b>Term 6</b> <b>Changes</b> Can changes be reversed?
<p><b>Core Texts:</b> <i>Stormbreaker</i> by Anthony Horowitz <i>Little People Big Dreams</i> – Alan Turing / Ada Lovelace</p> <p><b>Science:</b> Properties and changes of materials</p> <p><b>Computing:</b> Unit 5.2 Online safety Unit 5.7 Concept maps</p> <p><b>History:</b> How did Bletchley Park contribute to winning WW2?</p> <p><b>Geography:</b> How do geographers organise earth?</p> <p><b>DT:</b> Structures – bridges</p> <p><b>RE: Understanding Christianity: GOD.</b> What does it mean if Christians believe God is holy and loving?</p> <p><b>Music:</b> Coded musical messages/notation</p> <p><b>PSHE:</b> Being me in the world <b>Thrive:</b> Understanding the need for rules</p> <p><b>PE:</b> Rugby</p> <p><b>French: La date</b> (The Date)</p>	<p><b>Core Texts:</b> <i>Darwin's Dragons</i> Lindsay Galvin <i>The Lost Words</i> by Macfarlane / Morris Transcripts – <i>Attenborough</i> (e.g. lizards vs snakes)</p> <p><b>Science:</b> Evolution and inheritance</p> <p><b>Computing:</b> 5.3 spreadsheets</p> <p><b>History:</b> Charles Darwin; what was his impact on understanding change?</p> <p><b>Art:</b> Pencil drawings and landscapes</p> <p><b>RE: Understanding Christianity: Incarnation.</b> Why do Christians Believe Jesus was the Messiah?</p> <p><b>Music:</b> Evolution of Music</p> <p><b>PSHE:</b> Celebrating Difference <b>Thrive:</b> Developing morals and values</p> <p><b>PE:</b> Gymnastics</p> <p><b>French: As-tu un animal?</b> (Do You Have a Pet?)</p>	<p><b>Core Texts:</b> <i>Secrets of a Sun King</i> by Emma Carroll <i>Marcy and the riddle of the Sphinx</i> by Joe Todd-Stanton</p> <p><b>Science:</b> Animals including humans</p> <p><b>Computing:</b> 5.4 Databases</p> <p><b>History:</b> How does Egypt compare with other Ancient civilisations?</p> <p><b>Geography:</b> How does the geography of Egypt influence its people?</p> <p><b>Art:</b> Egyptian Art – comparison of artists</p> <p><b>RE: Islam:</b> What does it mean to be a Muslim in Britain today?</p> <p><b>Music:</b> Egyptian music/ own composition</p> <p><b>PSHE:</b> Dreams and Goals <b>Thrive:</b> Motivation for developing skills</p> <p><b>PE:</b> Dance</p> <p><b>French: Boucle d'or et les Trois Ours</b> (Goldilocks and the Three Bears)</p>	<p><b>Core Texts:</b> <i>Jabberwocky</i> <i>Alice in Wonderland</i> (abridged) <i>Poetry</i> <i>Mill Inspector report</i></p> <p><b>Computing:</b> Unit 5.5 Game Creator</p> <p><b>Science:</b> Earth and Space</p> <p><b>Geography:</b> Where did the Victorians build their houses? Where should we build new homes?</p> <p><b>DT:</b> Embroidery and sewing</p> <p><b>RE: Understanding Christianity: Gospel.</b> Christians and How to live: What would Jesus do?</p> <p><b>Music:</b> Old Music Hall songs</p> <p><b>PSHE:</b> Healthy Me <b>Thrive:</b> Motivation for developing skills</p> <p><b>PE:</b> Volleyball</p> <p><b>French: Les vêtements</b> (Clothes)</p>	<p><b>Core Texts:</b> <i>Street Child</i>, <i>Abridged Oliver Twist</i></p> <p><b>Science:</b> Living things and their habitats</p> <p><b>Computing:</b> 5.6 3D Modelling</p> <p><b>History:</b> Victorian Britain; golden age or dark age? What happened where I live in Victorian times?</p> <p><b>Art:</b> Victorian Artists</p> <p><b>RE: Judaism:</b> Why is the Torah important to Jewish people?</p> <p><b>Music:</b> Songs from 'Oliver!'</p> <p><b>PSHE:</b> Relationships <b>Thrive:</b> Understanding the need for rules</p> <p><b>PE:</b> Athletics</p> <p><b>French: Les Jeux olympiques</b> (The Olympics)</p> <p><b>Science:</b> States of matter</p> <p><b>Computing:</b> Coding L1 5.1 L2 5.1 L4 5.1 L5 5.1 L6 5.1 L5 6.1</p> <p><b>Geography:</b> How is climate change affecting the world?</p> <p><b>DT:</b> Cooking</p> <p><b>RE:</b> What matters most to humanists and Christians?</p> <p><b>Music:</b> Production songs</p> <p><b>PSHE:</b> Changing Me <b>Thrive:</b> Developing morals and values</p> <p><b>PE:</b> OAA</p> <p><b>French: Traditions et Célébrations</b> (Traditions &amp; Celebrations)</p>
Alan Turing Ada Lovelace Marie Curie	Charles Darwin	William Harvey	Aristarchus Edwin Hubble Professor Brian Cox Mae Jemison	Evelyn Cheesman

Term 1 Codebreakers	Term 2 Survival of the fittest	Term 3 Ancient Egypt	Term 4 and 5 The Victorians	Term 6 Inside Out / Open Topic
<b>Literacy genres</b> (adaptable according to needs and interests of children)				
<p>Storm breaker Anthony Horowitz (New BBC new Alex Rider story) Design an advert for a spy gadget or application to be a spy – persuasion</p> <p>Explanation – how to lure an enemy into a lair</p> <p>Helen Dennis – local author Secret Breakers</p>	<p>The Explorer – adventure narratives</p> <p>Poetry – Animal poem – (Lost Words- Robert) use that as a starting point for their own animal found in the Galapagos Islands and write poem</p> <p>Non-chronological reports about fictional animals</p>	<p>Trip Advisor reviews based on Secrets of a Sun King</p> <p>Travel agents – children to write an itinerary/holiday advert to Egypt/tour</p>	<p>Street child/Oliver Twist Diary entries</p> <p>Narratives – rewrite a chapter.</p>	<p>Mystery narratives – Sherlock Holmes.</p> <p>Biography – Dr Barnardo/Dickens/</p> <p>Inside Out – design core island based on core memories</p> <p>The Highwayman – Write from another point of view (Tim the Ostler) Letter writing in role as Highwayman and Bess write letters to each other</p> <p>Re-edit previous work</p> <p>Allow children to choose their own topic that they have not covered in primary school and research</p>
<b>Maths themes</b> (adaptable according to needs of children) Maths overview adapted from <a href="https://whiterosemaths.com">https://whiterosemaths.com</a>				
<p><b>Place Value</b></p> <p><b>Y5 Addition, Subtraction</b></p> <p><b>Y6 Four operations</b></p>	<p><b>Y5 Multiplication and Division A</b></p> <p><b>Fractions</b> Y5 Fractions A Y6 Fractions A &amp; B</p> <p><b>Measurement</b> Y6 Converting units (metric &amp; non metric)</p>	<p><b>Multiplication</b> Y5 Multiplication B</p> <p><b>Fractions</b> Y5 Fractions B</p> <p><b>Y6 Ratio</b></p> <p><b>Y6 Algebra</b></p> <p><b>Decimals</b> Y6 decimals</p>	<p><b>Fractions, decimals and Percentages</b> Y5 decimals and percentages Y6 Fractions, decimals and Percentages.</p> <p><b>Measurement</b> Y5 Perimeter and area Y6 perimeter, area and volume</p> <p><b>Statistics</b></p>	<p><b>Geometry</b> Properties of shape, position and direction</p> <p><b>Decimals</b> Y5 decimals</p> <p><b>Place Value</b> Y5 Negative numbers</p> <p><b>Measurement</b> Y5 converting units Finding volume</p> <p><b>Investigations and Consolidation</b></p>

## Science skills: Implementation

Term 1 Properties and changes of materials 1	Term 2 Evolution and inheritance	Term 3 Animals including humans	Term 4 Earth and Space	Term 5 Living things and their habitats	Term 6 Properties and changes of materials 2
<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>	<p>Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>To know the effects of diet and exercise, drugs and lifestyle on human bodies.</p>	<p>Describe the movement of the Earth, and other planets, relative to the sun in the solar system</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the sun, earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Learn that the sun is a star at the centre of our solar system and that it has eight planets</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life processes of reproduction in some plant and animals</p>	<p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>

## Working Scientifically skills: Implementation

<p><b><u>Working scientifically assessment focus areas:</u></b> Scientific questioning, method and equipment, fair test, safely using equipment, make predictions, take measurements, record results,</p>	<p><b><u>Working scientifically assessment focus areas:</u></b> Sorting and classifying, Scientific questioning, make predictions</p>	<p><b><u>Working scientifically assessment focus areas:</u></b> Scientific questioning, method and equipment, fair test, safely using equipment, make predictions, record results, explain conclusions, So What?</p>	<p><b><u>Working scientifically assessment focus areas:</u></b></p>	<p><b><u>Working scientifically assessment focus areas:</u></b> Scientific questioning, method and equipment, fair test, safely using equipment, make predictions, record results, explain conclusions, So What?</p>	<p><b><u>Working scientifically assessment focus areas:</u></b> Explain conclusions, suggest improvements, So What? Presenting results, identifying important information,</p>
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## Scientific Knowledge Gained: Impact

<p>To know how to group and compare everyday materials based on evidence from comparative and fair tests, including conductivity of heat.</p> <p>To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p>	<p>To know that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>To know that living things produce offspring of the same kind, but not always identical to their parents.</p>	<p>To know the three parts of the circulatory system.</p> <p>To know the names of parts of the heart and describe how it works.</p> <p>To describe the differences between arteries, capillaries and veins.</p> <p>To know the different parts of blood and their job in the body. To explain</p>	<p>To know the names and positions of planets in the solar system.</p> <p>To know how the sun and moon and Earth move relative to each other and the sun in the solar system.</p> <p>To know what the sun and stars are made of and their importance.</p>	<p>To describe the differences in life cycles of different animal groups and give reasons for this.</p> <p>To describe the life process of reproduction in some animals; mammals, amphibians, insects and birds.</p> <p>To describe the life process of reproduction in some plants.</p>	<p>To know how to separate liquids, solids and gases including through filtering, sieving and evaporating.</p> <p>To demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>To know that some changes result in the formation of</p>
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<p>To group and compare everyday materials based on evidence from comparative and fair tests, including conductivity of electricity.</p> <p>To know that some materials will dissolve in liquid to form a solution, and recover a substance from a solution.</p>	<p>To know how animals and plants are adapted to suit their environment in different ways and may lead to adaptation may lead to evolution.</p>	<p>why blood is oxygenated and deoxygenated.</p> <p>To know the benefits of a healthy lifestyle on the body.</p> <p>To know explain how drugs and alcohol have an effect on the body.</p> <p>To explain how nutrients and water are carried around the body and why this is important for the body.</p>	<p>To know night and day is a result of rotations of the Earth.</p> <p>To describe the Sun, Earth and Moon as approximately spherical bodies.</p>	<p>To know how animals have an impact on each other.</p> <p>To know of issues that can disrupt natural life cycles.</p>	<p>new materials, and this kind of change is not usually reversible.</p>
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## Computing skills: Implementation

Term 1 Unit 5.2 Online safety Unit 5.7 Concept maps	Term 2 Unit 5.3 Spreadsheets	Term 3 Unit 5.4 Databases	Term 4 Unit 5.5 Game Creator	Term 5 Unit 5.6 3D Modelling	Term 6 Coding L1 5.1 L2 5.1 L4 5.1 L5 5.1 L6 5.1 L5 6.1
<p><b>Online Safety</b> To gain a greater understanding of the impact that sharing digital content can have.</p> <p>To review sources of support when using technology.</p> <p>To review children' responsibility to one another in their online behaviour. To know how to maintain secure passwords.</p> <p>To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this.</p> <p>To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.</p> <p>To learn about how to reference sources in their work. • To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p> <p>Ensuring reliability through using different methods of communication.</p> <p><b>Concept Maps</b> To understand the need for visual representation when generating and discussing complex ideas.</p> <p>To understand the uses of a 'concept map'.</p>	<p>To use formulae within a spreadsheet to convert measurements of length and distance</p> <p>To use the count tool to answer hypotheses about common letters in use.</p> <p>To use a spreadsheet to model a real-life problem.</p> <p>To use formulae to calculate area and perimeter of shapes.</p> <p>To create formulae that use text variables.</p> <p>To use a spreadsheet to help plan a school cake sale.</p>	<p>To learn how to search for information in a database.</p> <p>To contribute to a class database.</p> <p>To create a database around a chosen topic.</p>	<p>To introduce the 2DIY 3D tool.</p> <p>To begin planning a game.</p> <p>To design the game environment.</p> <p>To design the game quest to make it a playable game.</p> <p>To finish and share the game.</p> <p>To self- and peer evaluate.</p>	<p>To be introduced to the 2Design and Make tool.</p> <p>To explore the effect of moving points when designing.</p> <p>To design a 3D model to fit certain criteria</p> <p>To refine and print a model.</p>	<p>To review existing coding knowledge.</p> <p>To begin to be able to simplify code.</p> <p>To create a playable game. To understand what a simulation is.</p> <p>To program a simulation using 2Code.</p> <p>To understand how to use friction in code.</p> <p>To begin to understand what a function is and how functions work in code.</p> <p>To understand what the different variable types are and how they are used differently.</p> <p>To understand how to create a string.</p> <p>To begin to explore text variables when coding.</p> <p>To understand what concatenation is and how it works.</p> <p>To understand the different options of generating user input in 2Code.</p> <p>To understand how user input can be used in a program.</p>

<p>To understand and use the correct vocabulary when creating a concept map.</p> <p>To create a concept map</p> <p>To understand how a concept map can be used to retell stories and information.</p> <p>To create a collaborative concept map and present this to an audience.</p>					
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### Computing Knowledge Gained: **Impact**

<p><b>Online Safety</b></p> <p>Children critically about the information that they share online both about themselves and others.</p> <p>Children know who to tell if they are upset by something that happens online.</p> <p>Children can use the SMART rules as a source of guidance when online.</p> <p>Children think critically about what they share online, even when asked by a usually reliable person to share something.</p> <p>Children have clear ideas about good passwords.</p> <p>Children can see how they can use images and digital technology to create effects not possible without technology.</p> <p>Children have experienced how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.</p> <p>Children can cite all sources when researching and explain the importance of this.</p> <p>Children select keywords and search techniques to find relevant information and increase reliability.</p> <p>Children show an understanding of the advantages and disadvantages of</p>	<p>Children can create a formula in a spreadsheet to convert m to cm.</p> <p>Children can apply this to creating a spreadsheet that converts miles to km and vice versa.</p> <p>Children can use a spreadsheet to work out which letters appear most often.</p> <p>Children can use the 'how many' tool.</p> <p>Children can use a spreadsheet to work out the area and perimeter of rectangles.</p> <p>Children can use these calculations to solve a real-life problem.</p> <p>Children can create simple formulae that use different variables.</p> <p>Children can create a formula that will work out how many days there are in x number of weeks or years.</p> <p>Children can use a spreadsheet to model a real-life situation and come up with solutions that can be practically applied.</p>	<p>Children understand the different ways to search a database.</p> <p>Children can search a database to answer questions correctly.</p> <p>Children can design an avatar for a class database.</p> <p>Children can successfully enter information into a class database.</p> <p>Children can create their own database on a chosen topic.</p> <p>Children can add records to their database.</p> <p>Children know what a database field is and can correctly add field information.</p> <p>Children understand how to word questions so that they can be effectively answered using a search of their database.</p>	<p>Children can review and analyse a computer game.</p> <p>Children can describe some of the elements that make a successful game.</p> <p>Children can begin the process of designing their own game</p> <p>Children can design the setting for their game so that it fits with the selected theme.</p> <p>Children can upload images or use the drawing tools to create the walls, floor, and roof.</p> <p>Children can design characters for their game.</p> <p>Children can decide upon, and change, the animations and sounds that the characters make.</p> <p>Children can make their game more unique by selecting the appropriate options to maximise the playability.</p> <p>Children can write informative instructions for their game so that other people can play it.</p> <p>Children can evaluate my own and peers' games to help improve their design for the future.</p>	<p>Children know what the 2Design and Make tool is for.</p> <p>Children can explore the different viewpoints in 2Design and Make whilst designing a building.</p> <p>Children can adapt one of the vehicle models by moving the points to alter the shape of the vehicle while still maintaining its form.</p> <p>Children can explore how to edit the polygon 3D models to design a 3D model for a purpose.</p> <p>Children can refine one of their designs to prepare it for printing. Children can print their design as a 2D net and then created a 3D model.</p> <p>Children can explore the possibilities of 3D printing.</p>	<p>Children can use simplified code to make their programming more efficient.</p> <p>Children can use variables in their code.</p> <p>Children can create a simple playable game</p> <p>Children can plan an algorithm modelling the sequence of traffic lights.</p> <p>Children can select the right images to reflect the simulation they are making.</p> <p>Children can use their plan to program the simulation to work in 2Code.</p> <p>Children can create a program which represents a physical system.</p> <p>Children can create and use functions in their code to make their programming more efficient</p> <p>Children can create and use strings in programming.</p> <p>Children can set/change variable values appropriately.</p>
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<p>different forms of communication and when it is appropriate to use each.</p> <p><b>Concept Maps</b> Children can make connections between thoughts and ideas.</p> <p>Children can see the importance of recording concept maps visually. Children understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections.'</p> <p>Children can create a basic concept map. Children have used 2Connect Story Mode to create an informative text.</p> <p>Children have used 2Connect collaboratively to create a concept map.</p> <p>Children have used Presentation Mode to present their concept maps to an audience.</p>					<p>Children know some ways that text variables can be used in coding.</p> <p>Children can create a string and use it in their program.</p> <p>Children can use strings to produce a range of outputs in their program.</p> <p>Children can code programs that take text input from the user and use this in the program.</p> <p>Children can attribute variables to user input.</p> <p>Children are aware of the need to code for all possibilities when using user input.</p>
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## History skills: Implementation

Term 1 Bletchley Park	Term 2 How have people changed over time? Significant people in history	Term 3 How does Egypt compare with other Ancient civilisations?	Term 4 and 5 The changing power of Monarchs Golden Age or Dark Age?
<p>Compare sources of information available for the study of different times in the past</p> <p>Provide an account of a historical event based on more than one source</p> <p>Make confident use of a variety of sources for independent research</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p>	<p>Use dates to order and place events on a timeline</p> <p>Compare sources of information available for the study of different times in the past</p> <p>Present findings and communicate knowledge and understanding in different ways</p> <p>Provide an account of a historical event based on more than one source</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Make confident use of a variety of sources for independent research</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p>	<p>Use dates to order and place events on a timeline</p> <p>Compare sources of information available for the study of different times in the past</p> <p>Present findings and communicate knowledge and understanding in different ways</p> <p>Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</p> <p>Describe the achievements of the earliest civilizations - an overview of where and when the first civilisations appeared</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Make confident use of a variety of sources for independent research</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p>	<p>Compare sources of information available for the study of different times in the past</p> <p>Present findings and communicate knowledge and understanding in different ways</p> <p>Provide an account of a historical event based on more than one source</p> <p>Make comparisons between aspects of periods of history and the present day</p> <p>Give some reasons for some important historical events</p> <p>Describe a local history study</p> <p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Make confident use of a variety of sources for independent research</p> <p>Note connections, contrasts and trends over time and show developing appropriate use of historical terms</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</p> <p>Use evidence to support arguments</p>

## Historical Knowledge Gained: Impact

To know about significant codes that were used throughout history

To know about the significance of Bletchley Park in winning WW2

To know the main events and findings of Charles Darwin.

To know about the key findings about evolution over time and how opinions have changed.

To know key facts about a significant scientist involved in the study of evolution.

To know the main events of the timeline of ancient civilisation

To know how the social hierarchy is organised

To know the sources that tell us about this civilisation

To know the similarities and differences between the civilisations studied so far

To know what home life was like during the Victorian Era and compare it to now.

To know who Queen Victoria was and identify significant events during her reign and her role.

To know what the industrial revolution was and its significance.

To know the development of steam engines and its impact on society.

To know how the Victorians impacted our local area.

To know how the Victorian era impacted on our archology.

To know about Victorian school life.

To know how things have changed since the Victorians

## Geographical skills: Implementation

<b>Term 1</b> How do geographers organise earth?	<b>Term 3</b> How does the geography of Egypt influence its people?	<b>Term 4</b> Where did the Victorians build their houses? Where should we build new homes?	<b>Term 6</b> How is climate change affecting the world?
<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Understand and use a widening range of geographical terms</p> <p>Recognise the different shapes of countries</p> <p>Know about the wider context of places e.g. county, region and country</p> <p>Know and describe where a variety of places are in relation to physical and human features</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Describe and understand key aspects of physical geography when thinking about land use</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Use (historical) maps, atlases, globes and digital/computer mapping to study land use change</p> <p>Describe and understand how physical and human processes change the landscape</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Explore the increase in residential housing in the local area using historical maps.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new houses, roads</p> <p>Debate impact of change including increased building on green areas</p> <p>Know and describe where a variety of places are in relation to physical and human features</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Use charts, maps etc. to support the decision making about the location of places</p>	<p>Understand how humans affect the environment over time</p> <p>Know about changes to world environments over time</p> <p>Understand why people seek to manage and sustain their environment</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Explore future predictions for coastlines- what impact will this have?</p> <p>Understand why people seek to manage and sustain their environment</p>

## Geographical Knowledge Gained: Impact

To use the 8 points of a compass to describe and find locations from micro to macro

To know the meaning of the key on an OS map.

To know how to use 6 figure references on OS maps

To know the significance of time zone lines.

To know about British Summertime and Greenwich Meantime.

To know the meaning of longitude and latitude.

To know the names of the significant cities and understand the importance of the Nile in Egypt

To know where the country is located within a continent and world map.

To know the physical and human features of Egypt

To know how the geography of China influences the way of life today

To know how residential land use has changed since Victorian times

To know the impact of human development in my local area.

To know positive and negative aspects of change.

To know how to use fieldwork skills to enquire, observe and present findings

To know the human impact on the environment.

To know how we can sustain our environments.

To understand what climate change is, the impact it is having now and the predicted impact for the future.

## Art skills: Implementation

Term 1 Term 2 Pencil drawings and landscapes	Term 3 Egyptian Art – comparison of artists	Term 4 Victorian Artists
<p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>Mix colours to express mood, divide foreground from background or demonstrate tones</p> <p>Use simple perspective in their work using a single focal point and horizon</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p>Select ideas based on first hand observations, experience or imagination and develop these through open ended research</p> <p>Begin to develop an awareness of composition, scale and proportion in their work</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices.</p>	<p>Research various artists- discuss their processes and explain how these were used in the finished product</p> <p>Experiment with using layers and overlays to create new colours/textures</p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>Describe the work and ideas of various artists, , using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Explain and justify preferences towards different styles and artists</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p>	<p>Research and discuss various artists, architects and designers and discuss their processes and explain how these were used in the finished product</p> <p>Experiment with using layers and overlays to create new colours/textures</p> <p>Use line, tone and shading to represent things seen, remembered or imagined in three dimensions</p> <p>Describe the work and ideas of various artists, architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Explain and justify preferences towards different styles and artists</p> <p>Use different techniques, colours and textures when designing and making pieces of work and explain his/her choices</p> <p>Use techniques, colours, tones and effects in an appropriate way to represent things seen - brushstrokes following the direction of the grass, stippling to paint sand, watercolour bleeds to show clouds</p>

## Artistic Knowledge Gained: Impact

<p>To know and explain how to use different techniques for pencil drawing- line, tone, shading.</p> <p>To know which ideas (based on first hand observations, experience or imagination) they would like to use within their own work.</p> <p>To know how to use perspective when drawing landscapes- showing awareness of composition, scale and proportion in their work.</p>	<p>To know the brush techniques in ancient art.</p> <p>To know the subject matter of ancient art.</p> <p>To know examples of Egyptian art.</p> <p>To know the significance of colour in Egyptian art.</p> <p>To know what hieroglyphs are and their importance within Egyptian art.</p>	<p>To know Victorian patterns that could be recreated.</p> <p>To know about the life and work of William Morris.</p> <p>To know which colours will mix effectively to create a desired effect or shade.</p> <p>To know what perspective means when discussing art and use layers and overlays to create new colours/textures.</p>
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## Design and Technology skills: Implementation

Term 1 Structures - Bridges	Term 5 Embroidery and sewing	Term 6 Cooking
<p>Research and discuss various architects and designers and discuss their processes and explain how these were used in the finished product</p> <p>Evaluate his/her work against their intended outcome</p> <p>Describe the work and ideas of various architects and designers, using appropriate vocabulary and referring to historical and cultural contexts</p> <p>Follow a design brief to achieve an effect for a particular function</p> <p>Adapt his/her own final work following feedback or discussion based on their preparatory ideas</p> <p>Refine his/her use of learnt techniques</p>	<p>Add detail to work using several different types of stitches.</p> <p>Experiment with different materials to create a range of effects and use the results of these to develop their ideas.</p> <p>Evaluate his/her work against their intended outcome</p> <p>Create texture and detail using several more complex stitches.</p> <p>Experiment with a range of materials and use their understanding of these materials to inform and develop their ideas.</p> <p>Describe the work and ideas of various designers, using appropriate vocabulary and referring to historical and cultural contexts.</p>	<p>Understand the main food groups and the different nutrients that are important for health</p> <p>Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable / tasty to eat</p> <p>Select appropriate ingredients and use a wide range of techniques to combine them</p> <p>Confidently plan a series of healthy meals based on the principles of a healthy and varied diet</p> <p>Use information on food labels to inform choices</p> <p>Research, plan and prepare and cook a savoury dish, applying his/her knowledge of ingredients and his/her technical skills</p>

## Design and Technological Knowledge Gained: Impact

<p>To know how structures are made and reinforced for strength.</p> <p>To know facts about a famous architect and their work.</p> <p>To know how to effectively evaluate work against a design brief using appropriate vocabulary.</p>	<p>To know the work of embroidery artists with a focus on Mary Linwood's work</p> <p>To know how to do several different stitches to create texture and more complex patterns.</p> <p>To know about effective techniques for creating designs.</p> <p>To know how the Victorians used embroidery in their everyday lives.</p> <p>To know ways of securing stitching to ensure it remains in place.</p> <p>To know how to effectively evaluate work against a design brief using appropriate vocabulary.</p>	<p>To know the main food groups and the different nutrients they give.</p> <p>To know how a variety of ingredients are grown/developed.</p> <p>To know the different purposes for a range of tools.</p> <p>To know which information we can find from food labels and how to use this to make choices.</p> <p>To know how to research, plan and prepare and cook a savoury dish, applying knowledge of ingredients and his/her technical skills.</p>
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## R.E. skills: Implementation

Term 1 <b>Understanding Christianity: God.</b> What does it mean if Christians believe God is holy and loving?	Term 2 <b>Understanding Christianity: Incarnation.</b> Why do Christians believe Jesus was the Messiah?	Term 3 <b>Islam</b> – What does it mean to be a Muslim in Britain today?	Term 4 <b>Understanding Christianity: Gospel.</b> Christians and how to live: What would Jesus do?	Term 5 <b>Judaism</b> – Why is the Torah important to Jewish people?	Term 6 What matters most to Humanists and Christians?
<p><b>Make sense of belief:</b> Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p><b>Understand the impact:</b> Make clear connections between Bible texts studied and what Christians believe about God; for example through how cathedrals are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p><b>Make connections:</b> Weigh 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>	<p><b>Make sense of belief:</b> Explain the place in Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p> <p><b>Understand the impact:</b> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p><b>Make connections:</b> Weigh up how far the idea of Jesus as the 'Messiah' - a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answer.</p>	<p><b>Make sense of belief:</b> Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammed as the Messenger, Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of The Prophet)</p> <p><b>Understand the impact:</b> Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art).</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p><b>Make connections:</b> Make connections between Muslim beliefs studied and Muslim ways of Living in Britain/East Sussex today.</p> <p>Consider and weight up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p><b>Make sense of belief:</b> Identify features of Gospel texts (for example, teachings, parable, narrative)</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p> <p><b>Understand the impact:</b> Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</p> <p><b>Make connections:</b> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.</p>	<p><b>Make sense of belief:</b> Identify and explain Jewish beliefs about God.</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p><b>Understand the impact:</b> Make clear connections between Jewish beliefs about the Torah and how they use and treat it.</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to Kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p><b>Make connections:</b> Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Reflect on the value of tradition, ritual community and study in the lives of Jews today and articulate on how valuable they are to those who are not Jewish.</p>	<p><b>Make sense of belief:</b> Identify and explain beliefs about why people are good and bad</p> <p>Make links with sources of authority that tell people how to be good</p> <p><b>Understand the impact:</b> Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p><b>Make connections:</b> Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>

## R.E. Knowledge Gained: Impact

<p>To know some words Christians use to describe God, using the bible to help.</p> <p>To know what being 'holy' means</p> <p>To know how different parts of a cathedral are build to express God being holy and loving.</p> <p>To know why it is important for Christians to believe God is both holy <i>and</i> loving.</p>	<p>To know the meaning of the word Incarnation</p> <p>To know the meaning of the word 'Messiah'</p> <p>To know how the story of Jesus' birth fits in the big story of the bible – e.g. a promise from God to the Israelites</p> <p>To know the significance of Christmas to Christians</p> <p>To know which parts of the Christmas story Jews believe to be true and which they don't.</p>	<p>To know the Five Pillars of Islam</p> <p>To know and describe some festivals celebrated by Muslims</p> <p>To know the significance of the festivals celebrated.</p> <p>To know ways in which Muslims live in Britain in contrast to other faiths</p> <p>To know how Muslims put their beliefs into practice today</p>	<p>To know the events of Holy Week and their significance in the Christian faith.</p> <p>To know the historical facts behind the trial of Jesus and the people involved.</p> <p>To know the significance of The Last Supper and how this is celebrated today.</p> <p>To know the meaning of 'Salvation' to Christians</p> <p>To know what impact living in the light of 'What would Jesus do?' has on Christians</p>	<p>To know what Jewish people believe about God</p> <p>To know what Jewish people believe about the Torah and how they use &amp; treat it</p> <p>To know how the commandments affect how Jewish people live</p> <p>To know the difference between Orthodox and Progressive Jewish practice</p> <p>To know the value of tradition in Jewish communities</p>	<p>To know what Christians mean about humans being made in the image of God (Genesis 1:28) and being 'fallen' (Genesis 3)</p> <p>To know differences and similarities between Christian and Humanist values</p> <p>To know what a moral code is and why it might be difficult to follow</p> <p>To know their own views and ideas about what values they hold and how these values make a difference to their lives</p>
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## Musical skills: **Implementation**

<b>Term 1</b> Coded musical messages and notation	<b>Term 2</b> Evolution of Music	<b>Term 3</b> Egyptian music/ own composition	<b>Term 4</b> Old Music Hall songs	<b>Term 5</b> Songs from 'Oliver!'	<b>Term 6</b> Production songs
<p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Create a simple composition and record using formal notation</p> <p>Recognise a range of musical instruments and the different sounds they make</p>	<p>Develop an increasing understanding of the history and context of music</p> <p>Appropriately discuss the dimensions of music and recognise them in music heard (Dynamics, Tempo, Pitch, Duration, Texture)</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Create a simple composition and record using formal notation</p> <p>Confidently recognise a range of musical instruments and the different sounds they make</p>	<p>Deepen an understanding of how pulse, rhythm and pitch work together</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Sing as part of an ensemble with full confidence and precision</p> <p>Sing songs with multiple parts with full confidence</p>	<p>Deepen an understanding of how pulse, rhythm and pitch work together</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Sing as part of an ensemble with full confidence and precision</p> <p>Sing songs with multiple parts with full confidence</p>	<p>Deepen an understanding of how pulse, rhythm and pitch work together</p> <p>Listen with attention to detail and recall sounds with increasing aural memory and accuracy</p> <p>Sing as part of an ensemble with full confidence and precision</p> <p>Sing songs with multiple parts with full confidence</p>

## Musical Knowledge Gained: **Impact**

<p>To know what rhythm and pulse are.</p> <p>To know what improvisation means.</p> <p>To know how to improvise music for a purpose</p> <p>To begin to know where the notes go on a staff.</p>	<p>To know the differences between genres of music.</p> <p>To know the significance of different traditions of music</p> <p>To know significant composers of music</p>	<p>To know what a composition is.</p> <p>To know where the notes go on a staff.</p> <p>To know what timbre in music means</p>	<p>To begin to sing with full confidence and expression</p> <p>To begin to describe the structure of songs</p> <p>To begin to keep a separate part going when performing multiple parts as a group</p>	<p>To know how to sing with confidence and expression</p> <p>To know how to describe the structure of songs</p> <p>To know how to keep a separate part going accurately when performing multiple parts as a group</p>	<p>To know how to sing with full confidence and expression</p> <p>To know how to describe the structure of songs accurately</p> <p>To keep a separate part going accurately when performing multiple parts as a group</p>
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## P.S.H.E skills: Implementation

<b>Term 1</b> Being Me in My World (5)	<b>Term 2</b> Celebrating Difference (5)	<b>Term 3</b> Dreams and Goals (5)	<b>Term 4</b> Healthy Me (5)	<b>Term 5</b> Relationships (5)	<b>Term 6</b> Changing Me (5 & 6)
<p><b>Piece 1</b> Understand how to face new challenges positively and how to set personal goals</p> <p><b>Piece 2</b> Understand my rights and responsibilities as a British citizen</p> <p><b>Piece 3</b> Understand my rights and responsibilities as a British citizen and as a member of my school</p> <p><b>Piece 4</b> Make choices about my own behaviour because I understand how rewards and consequences feel</p> <p><b>Piece 5</b> Understand how an individual's behaviour can impact on a group</p> <p><b>Piece 6</b> Understand how democracy and having a voice benefits the school community and know how to participate in this</p> <p><b>Zones of regulation</b> Use calming techniques to calm my body and mind</p> <p>use an increasing range of language and vocabulary to describe my feeling</p> <p>use a 'toolbox' to identify strategies to self-regulate</p> <p>Use the size of the problem to identify the severity of issues and how to overcome them</p> <p>Use zones across the day to gain awareness and understanding of how my feelings change throughout the day</p> <p>Consider how to manage and change my thoughts using my inner critic</p>	<p><b>Piece 1</b> Understand that cultural differences sometimes cause conflict</p> <p><b>Piece 2</b> Understand what racism is</p> <p><b>Piece 3</b> Understand how rumour-spreading and name-calling can be bullying behaviours</p> <p><b>Piece 4</b> Explain the difference between direct and indirect types of bullying</p> <p><b>Piece 5</b> Compare my life with people in the developing world</p> <p><b>Piece 6</b> Understand a different culture from my own</p>	<p><b>Piece 1</b> Understand that I will need money to help me achieve some of my dreams</p> <p><b>Piece 2</b> Understand about a range of jobs carried out by people I know and have explored how much people earn in different jobs</p> <p><b>Piece 3</b> Identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it</p> <p><b>Piece 4</b> Describe the dreams and goals of young people in a culture different to mine</p> <p><b>Piece 5</b> Understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other</p> <p><b>Piece 6</b> Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we</p>	<p><b>Piece 1</b> Understand the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p><b>Piece 2</b> Understand some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart</p> <p><b>Piece 3</b> Understand basic emergency aid procedures (including recovery position) and know how to get help in emergency situations</p> <p><b>Piece 4</b> Understand how the media, social media and celebrity culture promotes certain body types</p> <p><b>Piece 5</b> Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures</p> <p><b>Piece 6</b> Understand what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy</p>	<p><b>Piece 1</b> Understand who I am as a person in terms of my characteristics and personal qualities</p> <p><b>Piece 2</b> Understand that belonging to an online community can have positive and negative consequences</p> <p><b>Piece 3</b> Understand there are rights and responsibilities in an online community or social network</p> <p><b>Piece 4</b> Understand what rights and responsibilities I have when playing a game online</p> <p><b>Piece 5</b> Recognise when I am spending too much time using devices (screen time)</p> <p><b>Piece 6</b> explain how to stay safe when using technology to communicate with my friends</p>	<p><b>Year 5</b></p> <p><b>Piece 1</b> Understand my own self-image and how my body image fits into that</p> <p><b>Piece 2</b> Explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p><b>Piece 3</b> Describe how boys' and girls' bodies change during puberty</p> <p><b>Piece 4</b> Understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>Understand that sometimes people need IVF to help them have a baby</p> <p><b>Piece 5</b> Identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p><b>Piece 6</b> Identify what I am looking forward to when I move to my next class</p> <p><b>Year 6</b></p> <p><b>Piece 1</b> Understand my own self-image and how my body image fits into that</p> <p><b>Piece 2</b> Explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p>

and inner coach in order to manage any heightened anxiety		might do this, e.g. through sponsorship			<p><b>Piece 3</b> Describe how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p><b>Piece 4</b> Understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p><b>Piece 5</b> Become aware of the importance of a positive self-esteem and what I can do to develop it</p> <p><b>Piece 6</b> Identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>
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**P.S.H.E Knowledge Gained: Impact**

<p>To know what I value about my school and hopes for the year</p> <p>To know what my rights and responsibilities are</p> <p>To know how my actions affect me and others</p> <p>To know how to contribute in a group and work best together</p> <p>To know how democracy benefits the school</p> <p>To know the universal rights for children.</p>	<p>To know an increasing range of vocabulary to describe my feelings</p> <p>To know strategies for managing bullying situations</p> <p>To know about my own and others cultures</p> <p>To show a respect of my own and others cultures and races</p>	<p>To know an increasing range of vocabulary to describe my feelings</p> <p>To know what opportunities I have and how to build my future</p> <p>To know what motivates me to support others</p> <p>To know what different jobs contribute to society</p>	<p>To know an increasing range of vocabulary to describe my feelings</p> <p>To know how to make an informed decision</p> <p>To use strategies to keep myself calm in an emergency</p> <p>To know and respect my body and how I view it</p>	<p>To know an increasing range of vocabulary to describe my feelings</p> <p>To recognise when I feel unsafe online</p> <p>To use strategies to build my self-esteem</p> <p>To know what things I can do to reduce my screen time</p>	<p>To know an increasing range of vocabulary to describe my feelings</p> <p>To know how to express my feeling about changes in puberty</p> <p>To know what the human body is capable of during reproduction</p> <p>To know my own self-worth</p>
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## P.E. skills: Implementation

Term 1 Rugby	Term 2 Gymnastic	Term 3 Dance	Term 4 Vollyball	Term 5 Athletics	Term 6 OAA
<p>To use defensive positions to mark and tag an attacker.</p> <p>To pass a ball accurately and consistently while on the move.</p> <p>To defend as part of a team to deny space to the attacking team.</p> <p>To use a pop pass over short distances to create an explosive run.</p> <p>To move the ball quickly using the 'magic diamond' formation.</p> <p>to use the 3 step and pass rule with some confidence</p> <p>To create attacking continuity by supporting the player with the ball.</p> <p>To use set plays in attack to create space for the ball carrier.</p> <p>To develop the 3-step rule, compare and contrasting to the 3-second pass option</p> <p>To attack the space as a ball carrier to create scoring opportunities.</p> <p>To change from an attacking to a defensive formation when your team loses possession.</p> <p>To observe and analyse our classmate's performance.</p>	<p>The key steps to perform a round-off.</p> <p>To create and perform a partner sequence using symmetry.</p> <p>To create and perform a partner sequence using asymmetry.</p> <p>To perform a counter-balance with a partner.</p> <p>To perform smooth transitions between counterbalances using different levels.</p> <p>To evaluate each other's work and suggest improvements.</p> <p>To perform a 10-element sequence using both floor and apparatus.</p> <p>To perform with equipment and respond creatively to music.</p> <p>To create judging criteria and assess performances against it.</p> <p>To create and perform interesting patterns as part of a group.</p> <p>To select and apply the appropriate walk and presentation to start a sequence.</p> <p>To perform a 10-element sequence with a 1-minute time limit.</p>	<p>To communicate the theme of heroes through our dance.</p> <p>To manipulate and develop actions using a range of devices.</p> <p>To create interesting and varied dance actions as a group using levels.</p> <p>To use jumps to bring power and energy to our dance phrase.</p> <p>To show the theme of an attack, performing at a low level.</p> <p>To work effectively with others to improve movement quality and performance.</p> <p>To portray the theme of gangs through our movements and gestures.</p> <p>To use devices such as contrast and variation in a group dance.</p> <p>To use formations to demonstrate tension in relationships between performers.</p> <p>To use claps, stamps and slaps to perform a live aural setting.</p> <p>To dance as opposing gangs attacking each other.</p> <p>To show performance qualities in our gang dance and evaluate our work.</p>	<p>Not available yet</p>	<p>To run for speed &amp; distance on our own and as part of a team.</p> <p>Pacing our run over longer distances.</p> <p>Different jumping styles and exploring which ones we can jump further with</p> <p>To use the push-throw technique.</p> <p>To exchange a baton within a restricted area.</p> <p>To design a running, jumping or throwing activity for others using the STEP principle.</p> <p>Sprint start technique to increase our running speed.</p> <p>The three phrases of triple jump.</p> <p>The heave throw technique and what it is used for.</p> <p>To assess our own ability to play our role in paralauff.</p> <p>The scissor jump technique and when it would be used in athletics.</p> <p>To record and relay results over a range of track and field events.</p>	<p>To explore different ways of communicating with a blindfolded partner.</p> <p>To follow a designated route at maximum speed and complete a task safely.</p> <p>To use memory methods to recall different objects whilst navigating.</p> <p>To use clear communication to recreate a shape from memory.</p> <p>To use imagination and creative thinking to create the tallest marshmallow tower.</p> <p>To send and interpret messages using Morse code.</p> <p>To work with a partner to successfully orient and follow a map.</p> <p>To identify objects for a scavenger hunt from a written description.</p> <p>To safely perform a pyramid balance in a small group.</p> <p>To work efficiently as part of a team to complete a range of tasks.</p> <p>To create a fun and challenging game for others to complete.</p> <p>To listen to others to refine and adapt ideas to complete a complex task</p>

## P.E. Knowledge Gained: Impact

<p>Head – Use STEP principle to plan a warm-up.</p> <p>Hand – Use speed and agility in gameplay.</p> <p>Heart – Suggest ways to improve set plays</p>	<p>Head – Compose a sequence that will achieve the highest score against the criteria.</p> <p>Hand – Perform increasingly complex sequences.</p> <p>Heart – Work independently and in small groups to make up sequences to perform to an audience</p>	<p>Head – Identify in others and self where good performance qualities are achieved.</p> <p>Hand – Practise and refine coordination skills through activities such as live aural setting.</p> <p>Heart – Use facial expressions to communicate emotion and a further narrative.</p>	<p>Head – Accurately and confidently record multiple scores under pressure.</p> <p>Hand – Combine different jumping skills to accurately replicate the triple jump technique.</p> <p>Heart – Judge your strengths and weaknesses to fulfil your role in a running challenge.</p>	<p>Head – Use knowledge of games in PE to suggest adaptations and variations to activities.</p> <p>Hand – Refine and adapt ideas in group tasks.</p> <p>Heart – Takes responsibility for a role in a task.</p>
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## French skills: Implementation

Term 1 La date (The Date)	Term 2 As-tu un animal? (Do You Have a Pet?)	Term 3 Boucle d'or et les Trois Ours (Goldilocks and the Three Bears)	Term 4 Les vêtements (Clothes)	Term 5 Les Jeux olympiques (The Olympics)	Term 6 Traditions et Célébrations (Traditions & Celebrations)
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Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Present ideas and information orally to a range of audiences\*

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally\* and in writing

Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

## French Knowledge Gained: Impact

<p>To know the 7 days of the week in French.</p> <p>To know the 12 months of the year in French.</p> <p>To answer the question 'Quelle est la date aujourd'hui?' (What is the date today?).</p> <p>To ask and answer the question 'C'est quand ton anniversaire?' (When is your birthday?)</p>	<p>To be able to say what pet I do not have in French</p> <p>To be able to say what my pet is called in French.</p> <p>To be able to say 'I have a pet' in French.</p> <p>To revise 8 common pets in French with their determiners.</p> <p>To be able to integrate the conjunction 'et' (and) and 'mais' (but) accurately into my work.</p>	<p>To learn new vocabulary through the story and use picture cards to prompt</p> <p>To be able to re-write parts of the story using the new vocabulary I have learnt</p>	<p>To know at least 10 nouns for items of clothing and their determiners</p> <p>To know how to say what I am wearing in French using the verb 'je porte...' (I wear)</p> <p>plus the item of clothing.</p> <p>To know to use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.</p>	<p>To know 10 Olympic sports with the correct determiners.</p> <p>To know how to say I do and I do not do a particular sport using the verb 'faire' (to do) in French.</p> <p>To know that adjectives can change spelling in French depending on the gender of the object being described.</p>	<p>To know all about the festival 'Le Carnaval de Nice'.</p> <p>To know all about the celebration 'La Fête des Rois'</p> <p>To know all about the tradition 'Le Poisson d'avril'.</p> <p>To know all about the celebration 'La fête nationale française'.</p> <p>To know all about the tradition 'Le jour de l'Armistice'.</p>
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## Forest School skills and activities: Implementation

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> <li>• Using your body over the styles</li> <li>• Getting ready independently</li> <li>• Foraging for wild fruit and harvest- blackberries</li> <li>• Survival and Foraging</li> <li>• Using natural and found resources</li> <li>• Make do and Mend</li> </ul>	<ul style="list-style-type: none"> <li>• Compass and map skills to the woods.</li> <li>• Learning to find North on a compass.</li> <li>• Making 3D story maps</li> <li>• Victorian railway life</li> <li>• Building of the Victorian train line</li> <li>• Victorian cooking over fires</li> <li>• Folk Tales</li> </ul>	<ul style="list-style-type: none"> <li>• making plaster/mud footprints.</li> <li>• Plant and fern identification</li> <li>• Fire making: independent use of flint and steels, using different tinders.</li> <li>• King Alfred's cake identification</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring the stream in the woods/ looking at the River Medway as a comparison to the Amazon</li> <li>• Emergence of spring, new shoots.</li> <li>• identifying trees in winter first blossoms,</li> <li>• Identifying birds and eggs</li> <li>• Easter bonnets out of ivy and sticky weed</li> <li>• Making drink out of sticky weed.</li> <li>• Bow saws- working in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• 3D map</li> <li>• Games: you are only safe giants, wizards, elves games, parachute games</li> <li>• Making shelters in the woods.</li> <li>• Knot tying</li> <li>• Making rain gauges and monitoring rain fall at Forest School site.</li> </ul>	<ul style="list-style-type: none"> <li>• Water conservations</li> <li>• looking at the river Medway, longer walk round and across the river</li> <li>• Using tools- peelers to whittle wood</li> <li>• Making with clay, drying it on the fire,</li> <li>• Making and using charcoal to decorate with clay.</li> <li>• Transitions fire at the final session.</li> </ul>

Forest School Knowledge Gained and Impact seen in weekly newsletter updates.