

Curriculum Framework Year 5						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overarching theme	Vicious Vikings		To infinity and beyond		Chocolate	

<p>Knowledge and Understanding of the World</p>	<p>Science AT1 AT2-4</p>	<p>Animals and life processes – life cycle of plants and animals, describing changes as humans develop Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.</p> <p>Forces</p> <p>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>	<p>Earth and space</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies 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>Properties and change of materials – classifying – minerals & solutions, reversible & irreversible changes</p> <p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 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>
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	<p style="text-align: center;"><u>ICT</u></p> <p style="text-align: center;">Switched on to Computing Units</p>	<p>Enriched ICT delivering the computing curriculum</p> <p>Children should design and write programs controlling or simulating physical systems, solve problems and use sequence, selection and repetition in programs. Understand variables and various forms of input and output. They should use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. The word of raw code.</p> <p>5.1 We are game developers</p> <p>Developing an interactive game</p> <p>Create original artwork and sound for a game Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables Detect and correct errors in their computer game use iterative development techniques (making and testing a series of small changes) to improve their game.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals ...</p>	<p>Enriched ICT delivering the computing curriculum</p> <p>Children should design and write programs controlling or simulating physical systems, solve problems and use sequence, selection and repetition in programs. Understand variables and various forms of input and output. They should use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs. The word of raw code.</p> <p>5.2 We are cryptographers</p> <p>Cracking Codes</p> <p>Be familiar with semaphore and Morse code understand the need for private information to be encrypted encrypt and decrypt messages in simple ciphers Appreciate the need to use complex passwords and to keep them secure have some understanding of how encryption works on the web.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>5.3 We are Artists</p> <p>Fusing geometry and art</p> <p>Develop an appreciation of the links between geometry and art become familiar with the tools and techniques of a vector graphics package Develop an understanding of turtle graphics experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it and receive feedback from their peers Develop some awareness of computer-generated art, in particular fractal-based landscapes.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>5.4 We are web developers</p> <p>Creating a website about cyber safety</p> <p>Develop their research skills to decide what information is appropriate understand some elements of how search engines select and rank results Question the plausibility and quality of information develop and refine their ideas and text collaboratively Develop their understanding of e-safety and responsible use of technology.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>5.5 We are bloggers</p> <p>Sharing experiences and opinions</p> <p>Become familiar with blogs as a medium and a genre of writing create a sequence of blog posts on a theme Incorporate additional media comment on the posts of others develop a critical, reflective view of a range of media, including text.</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. ... be discerning in evaluating digital content.</p>	<p>5.6 We are architects</p> <p>Creating virtual space</p> <p>Understand the work of architects, designers and engineers working in 3D develop familiarity with a simple CAD (computer aided design) tool Develop spatial awareness by exploring and experimenting with a 3D virtual environment develop greater aesthetic awareness.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
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	<u>History</u>	<p>Anglo Saxons and Vikings</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking raids and invasion</p> <p>Resistance by Alfred the Great and Athelstan, first king of England</p> <p>Further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</p>		<p>Aztecs-</p> <p>A study of the civilisations Mayan and Aztecs</p> <p>History of Chocolate- how it was invented and used as currency,</p>
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	<p><u>Geography</u></p>		<p>Understand biomas, vegetation belts, land use, economic activity distribution of natural resources</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: biomes and vegetation belts, human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Maps - fieldwork - 4 & 6 figure grid references on OS maps</p> <p>Four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</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>Name & locate countries, cities, regions & features of the uk</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>
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	<p><u>Design and Technology</u></p>	<p>Structures</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>Program, Monitor and control product using the computer</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p>Cooking</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Investigate and analyse a range of existing products</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>
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<p>Personal, Social and Emotional Development</p>	<p>RE</p>	<p>Jewish beliefs and lifestyles</p> <p>Beliefs and questions: how people’s beliefs about God, the world and others impact on their lives</p> <p>Teachings and authority: what sacred texts and other sources say about God, the world and human life;</p> <p>The journey of life and death: why some occasions are sacred to believers, and what people think about life after death;</p> <p>Symbols and religious expression: how religious and spiritual ideas are expressed;</p> <p>Religion and the individual: what is expected of a person in following a religion or belief;</p> <p>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;</p> <p>Identify and begin to describe the similarities and differences within and between religions;</p>	<p>Christianity beliefs and values</p> <p>Beliefs and questions: how people’s beliefs about God, the world and others impact on their lives</p> <p>Teachings and authority: what sacred texts and other sources say about God, the world and human life;</p> <p>The journey of life and death: why some occasions are sacred to believers, and what people think about life after death;</p> <p>Symbols and religious expression: how religious and spiritual ideas are expressed;</p> <p>Religion and the individual: what is expected of a person in following a religion or belief</p> <p>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;</p> <p>use specialist vocabulary in communicating their knowledge and understanding;</p>	<p>What made people want to follow Jesus?</p> <p>Beliefs and questions: how people’s beliefs about God, the world and others impact on their lives</p> <p>Inspirational people: figures from whom believers find inspiration;</p> <p>use specialist vocabulary in communicating their knowledge and understanding;</p>	<p>Christianity beliefs and values</p> <p>Beliefs and questions: how people’s beliefs about God, the world and others impact on their lives</p> <p>Teachings and authority: what sacred texts and other sources say about God, the world and human life;</p> <p>The journey of life and death: why some occasions are sacred to believers, and what people think about life after death;</p> <p>Symbols and religious expression: how religious and spiritual ideas are expressed;</p> <p>Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others;</p> <p>Identify and begin to describe the similarities and differences within and between religions;</p> <p>use specialist vocabulary in communicating their knowledge and understanding;</p>	<p>Religion in the Neighbourhood- visit to a church and a place of worship from a world religion- mosque?</p> <p>Worship, pilgrimage and sacred places: where, how and why people worship, including at particular sites;</p> <p>Religion, family and community: how religious families and communities practice their faith, and the contributions this makes to local life;</p> <p>Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings;</p> <p>Identify and begin to describe the similarities and differences within and between religions;</p> <p>use specialist vocabulary in communicating their knowledge and understanding;</p>	<p>learn from the life of Muhammad (PBUH) (Or another key leader or founder of a religion) –Islam</p> <p>The journey of life and death: why some occasions are sacred to believers, and what people think about life after death;</p> <p>Symbols and religious expression: how religious and spiritual ideas are expressed;</p> <p>Inspirational people: figures from whom believers find inspiration;</p> <p>use specialist vocabulary in communicating their knowledge and understanding;</p>
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	<p>PSHE (SEAL)</p>	<p>New Beginnings I have worked with and talked to everyone in my class. I know that I am valued at school. I understand how it feels to do or start something new, and why. I have some strategies to cope with uncomfortable feelings and to calm myself when necessary. I know how others may be feeling when they are in an unfamiliar situation and can help them to feel valued and welcomed. I work well in a group and can tell you what helps my group to work well together. I can explain how I go about solving a problem and can give you an example of a problem I have solved I understand my rights and responsibilities in the school. I know some of the things that help us in school to learn and play well together. I understand the need for rules in society and why we have the rules we do in school.</p>	<p>Getting on and falling out I know that my relationships are all different and that different ways of behaving are appropriate to different types of relationships. I can accept and appreciate people's friendship and try not to demand more than they are able or wish to give. I know that sometimes difference can be a barrier to friendship. I try to recognise when I, or other people, are prejudging people, and I make an effort to overcome my own assumptions. I am able to see a situation from another person's perspective. I know how it can feel to be excluded or treated badly because of being different in some way. I can tell you some things that a good leader should do. When I am working in a group I can tell people if I agree or don't agree with them and why. When I am working in a group I can listen to people when they don't agree with me and think about what they have said.</p>	<p>Good to be me I accept myself for who and what I am. I can tell the difference between showing I am proud and boasting. I know that boasting can make other people feel inadequate or useless. I can explain how I am feeling even if I have mixed feelings. I understand that sometimes the feeling part of my brain takes over and I might make mistakes. I can understand how my strong feelings might build up and how I might be overwhelmed by my feelings. I can recognise when I am beginning to be overwhelmed by my feelings and can use a calming down strategy. I know that if I have once been overwhelmed by my feelings I might easily 'lose it' again another time. I can use some strategies to help me when I feel useless or inadequate.</p>	<p>Going for goals I know the skills and attributes of an effective learner. I can try to develop these skills. I know what some of the people in my class like or admire about me. I can recognise when I am using an excuse instead of finding a way around a problem. I can recognise and celebrate my own achievements. I can set myself a goal or challenge. I can make a long-term personal or learning plan and break it down into smaller, achievable goals. I know that it is up to me to get things done by taking the first step. Persistence I know that if at first I don't succeed it is worth trying again. I can try again even when I have been unsuccessful. I can make a long-term plan and break it down into smaller, achievable goals in my personal life or in my behaviour. I can consider the consequences of possible solutions or reaching my goal for myself, others and</p>	<p>Relationships I can think about what embarrasses me and learn something about me that I didn't know before. I can tell you about a time that I felt embarrassed and what it felt like. I understand that there is not just one way to grieve. I know some things to do when I feel embarrassed that will not make things worse. I can use some strategies to manage feelings associated with loss. I can tell when I am hiding a feeling and then choose to share it with someone. I have helped someone who felt embarrassed. I know how to make people feel good about themselves. I know some of the feelings people have when someone close dies or leaves. I understand that different people show their feelings in different ways. I can break friends with someone without hurting their feelings.</p>	<p>Changes I am aware of common responses to difficult changes, and that they are sometimes similar to our responses when experiencing loss. I can tell you some of the good things about me that my classmates like and value. I understand how it might feel when a change takes you away from familiar people and places. I can tell you my 'sore spots'. I can recognise when I might over-react because someone has touched a 'sore spot'. I recognise that my behaviour is my responsibility, even when someone has touched a 'sore spot'. I know that it is natural to be wary of change, and can tell you why. I know that all feelings, including uncomfortable ones have a purpose and give us information. I understand why I behave the way I do sometimes when I feel uncomfortable. I can try to understand why</p>
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		<p>If I don't agree with something in school, I know how to go about trying to change things.</p>	<p>I know: what my triggers are for anger; what happens when I get angry; what happens when I am overwhelmed by feelings of anger; some ways to calm myself down. I can consider the short- and long-term consequences of my behaviour in order to make a wise choice, even when I am feeling angry. I know I am responsible for the choices I make and the way I behave, even if I am very angry. I know how my behaviour is linked to my thoughts and feelings. I can stop and try to get an accurate picture before I act. I can say things and do things that are likely to make a difficult situation better. I can use my skills for solving problems peacefully to help other people resolve conflict. I can tell you things that I or other people sometimes do or say in a conflict situation that usually make things worse. I know that it is important in a conflict situation to</p>	<p>I can feel positive even when things are going wrong. I can avoid situations that are likely to hurt my feelings or make me angry. I can recognise when I am feeling worried. I know how to do something about my worry. I know when and how to stop and think before I act. I can disagree with someone without falling out. I can cope when someone disagrees with me. I can stand up for what I think after listening to others and making my own choice. I understand that the majority view is not I understand that the majority view is not always right. I can behave in an assertive way using appropriate body language and tone of voice. I can make a judgement about whether to take a risk.</p>	<p>for communities or groups. I can apply what I have learned. I can tell you what I need to learn next. I can be a critical friend to others and myself.</p>	<p>I can recognise when I am using a put-down. I can recognise stereotyping. I can try to challenge stereotypes. I can tell you about the people who are important to me. I can help support someone who is unhappy because they have lost someone or something. I can think about when to forgive someone. I can forgive someone. I understand when breaking friends might be the best thing to do. I can use a problem-solving approach to sorting out an embarrassing situation.</p>	<p>people might behave the way they do when they are facing a difficult change. I know that people respond differently to changes and challenges. I know that many children have mixed feelings about going to secondary school. I try to understand other people's behaviour by thinking about what they might be feeling or thinking. I can tell you about how people might feel and behave when they go to a new school. I know that when I move to secondary school many things in my life will stay the same. I have some strategies for managing the feelings that I might experience when I change schools. I know that sometimes there can be positive outcomes from changes that we didn't welcome initially. I know how change can interfere with our feeling of belonging and can make us feel insecure and unconfident.</p>
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			talk about what someone has done or said, not the person themselves. I can use language ('I messages') that does not make conflict situations worse.				
Creative Development	<u>Art and Design</u>	History of designers About great designers in history. History of clothing- Viking to modern day. Look at designs, materials patterns. Difference between rich and poor.		Sculpture Junk model or paper Mache of planets and rockets		Art and design techniques – drawing and painting using different materials To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	
	<u>Music</u>					Performances – voices and musical instruments Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Musical notations Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Compositions Improvise and compose music for a range of purposes using the inter-related dimensions of music	
Physical Development	<u>PE</u>	Real PE Unit 1 – Cognitive Skills Cooridnation skills – Ball Skills (FUN Station 9) GO around in circles, Take Giant Strides	Real PE Unit 2 – Creative skills Static Balance Seated (FUNS Station 2) Link Shapes Floor work (Funs Station 3) Transfer objects, Bumper ladder tournament, Exchanges	Real PE Unit 3 – Social skills Dynamic Balance (FUNS Station 5) Original Sequence, Training Circuit	Real PE Unit 4 – Applying Physical Skills Dynamic Balance to Agility (FUNS Station 6) Perform, Sequence games, 5 jump combination	Real PE Unit 5 – Health and Fitness Static Balance Small Base (FUNS Station 4) Keep away v intercept game, Balance through improvisation game	Real PE Unit 6 – Coordination with Equipment (FUNS Station 8) To Bank or not to Bank game, juggle challenge game

		<p>Agility Reaction/Response (FUNS Station 12) 2 Ball Challenge, Ladder Tournament, Competitive Challenge Round Robin Tournament</p> <p>Throw tennis, Benchball</p> <p>Ability Focus and learning journeys</p> <p>I can review analyse and evaluate my own and others strengths and weaknesses and I can read and react to different games situations as they develop</p> <p>I have a clear idea of how to develop my own and others work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents</p> <p>I can understand ways to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions</p> <p><u>Net wall games - Tennis</u></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 the</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 	<p>objects in 4's Round Robin tournament</p> <p>Seated Volleyball. Scorpion Handball</p> <p>Ability Focus and learning journeys</p> <p>I can effectively disguise what I am about to do next. I can use a variety and creativity to engage the audience</p> <p>I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or contrast to others</p> <p>I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging</p> <p><u>Dance</u></p> <ul style="list-style-type: none"> • perform different styles of dance clearly and fluently • take part in group dances; • use a range of dance vocabulary to describe, interpret and evaluate dance • take part in discussions about the structure of the dance or final performance • show an understanding of safe exercising • recognise and comment on dances, 	<p>Counter Balance in pairs (FUNS Station 7) Combine and contrast, stand up for each other</p> <p>Round Robin Tournament with Secret Stats</p> <p>River Crossing, Kabadi</p> <p>Ability Focus and learning journeys</p> <p>I can involve others and motivate those around me to perform better</p> <p>I can give and receive sensitive feedback to improve myself and others, I can negotiate and collaborate appropriately</p> <p>I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task</p> <p><u>Swimming</u></p>	<p>Static Balance 1 leg Standing (FUNS Section 1) Stepping stones game</p> <p>Round robin tournament</p> <p>Jumpball, jump, roll, balance</p> <p>Ability Focus and learning journeys</p> <p>I can effectively transfer and range of skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging and competitive situations</p> <p>I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations</p> <p>I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities</p> <p><u>Swimming</u></p>	<p>Coordination Floor Movement Patterns (FUNS Station 10) Mirror Challenge game, Footwork assault course game</p> <p>Continuous Knockout tournament Ladder tournament</p> <p>Bean bag raid, 2v2 throw Squash</p> <p>Ability and Focus Learning Journeys</p> <p>I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme</p> <p>I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity</p> <p>I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working</p> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • with help, make up sequences that include contrasting actions, shapes and balances, and usually one dynamic • practise and refine actions, shapes and balances and own work • use basic set criteria to make simple judgements 	<p>Agility:Ball Chasing (FUNS Station 11) Develop Sequence Game, team strategy challenge game</p> <p>Tournament – include levelling the playing field, knockouts to seed 4 teams</p> <p>Rainbow Baseball, Throff</p> <p>Ability and Focus Learning Journeys</p> <p>I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes</p> <p>I can see all new challenges and opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets</p> <p>I cope well and react positively when things become difficult. I can persevere with a task and can improve my performance through regular practice</p> <p><u>Athletics/Outdoor Adventurous Activities</u></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
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		<ul style="list-style-type: none"> • recognise the need to warm up and carry out exercises safely • recognise when they and others are playing well and identify why, with help • use forehand, backhand and overhead shots increasingly well in the games they play • use the volley in games where it is important • use the skills they prefer with competence and consistency • understand the need for tactics • start to choose and use some tactics effectively • play cooperatively with a partner • apply rules consistently and fairly • identify appropriate exercises and activities for warming up • recognise how these games make their bodies work • pick out what they and others do well and suggest ideas for practices • play the full game of Mini tennis • use a wide range of shots in games, with a good degree of 	<p>showing an understanding of style</p> <ul style="list-style-type: none"> • plan and perform dances confidently • use their understanding of composition to create dance phrases for themselves and others in their group • use their knowledge of dance to adapt their skills to meet the demands of a range of dance styles • show expression in their dances and sensitivity to music • organise their own warm-up and cool-down exercises • show that they understand why warming up is important for a good performance • identify the form and structure of a dance • make imaginative suggestions on how to improve their own and other people's work 			<p>about performances and suggest ways they could be improved</p> <ul style="list-style-type: none"> • understand the need for warming up and working on body strength, tone and flexibility • repeat their sequences successfully • follow others through a range of whole body exercises and stretches • watch, compare and contrast others' performances • create, practise and refine longer, more complex sequences for a performance, including changes in level, direction, speed contrasting actions, shapes, balances and dynamics • choose actions, body shapes and balances from a wider range of themes and ideas • adapt their performance to the demands of a task, using their knowledge of composition • lead small groups in warm-up activities • take the lead in a group when preparing a sequence for 	<ul style="list-style-type: none"> • demonstrate a range of simpler jumping skills in different activities • identify activities that need more power or more stamina • with guidance, take different roles, eg recorder • explain some of the similarities and differences between different throws or jumps • choose the best pace for a running event, so that they can sustain their running and improve on a personal target • show control at take-off in jumping activities • show accuracy and good technique when throwing for distance • organise and manage an athletic event well • understand how stamina and power help people to perform well in different athletic activities • identify good athletic performance and explain why it is good, using agreed criteria • show good control, speed, strength and stamina when running, jumping and throwing
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		<p>consistency and accuracy</p> <ul style="list-style-type: none"> • start a game or point with a serve of their choice • work collaboratively with a partner • organise themselves well in a team • understand the need for different tactics • choose and use tactics effectively • lead others in short warm-up routines, selecting safe and appropriate activities and exercises • identify strengths and weaknesses in their own and others' play, and suggest practices that will lead to improvement 				<p>performance to an audience</p> <ul style="list-style-type: none"> • show clear individual movements • transfer smoothly from one movement to another • judge the strengths and weaknesses of performances, and choose a single focus for improvement 	<ul style="list-style-type: none"> • adapt their skills and techniques to different challenges and equipment • use good technique; pace their effort well; know the rules; organise and judge events and challenges well • identify activities that help develop stamina or power and suggest how some can be used when warming up • pick out the important features of a performance • make good suggestions about what could be improved <p><u>Outdoor Adventurous Activities</u></p> <p>To consolidate the skills of setting the map and establishing the direction of travel</p> <p>To develop and refine skills in route finding</p> <p>To develop and use a compass for navigation alongside the map</p> <p>To promote confidence in an unfamiliar environment</p> <p>To encourage care for the environment and bring mindful of others</p> <p>To introduce competitive</p>
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							orienteeing in a familiar environment and develop towards a less familiar environment
	MFL	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Describe people, places, things and actions orally</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Read carefully and show understanding of words, phrases and simple writing</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Describe people, places, things and actions orally</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Describe people, places, things and actions orally</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</p> <p>Present ideas and information orally to a range of audiences</p>			

If you wish to change the order of R.E and PSHE you may, just ensure that you have covered all areas in the year.