Year 5 Curriculum Map

English

Please see our Literature Spines, which provide details of the texts we follow each term, along with the rationale for each book choice. These spines are based on The Literacy Tree suggested texts. In addition to the Literature Spines, the progression documents for both writing and spelling offer an overview of the skills your children will learn each year.

Drama, Oracy and Talk for Writing are incorporated into every writing journey. Also, as part of our writing journey we make cross- curricular links, whenever feasible, so that children develop a hinterland knowledge to support their writing. Vocabulary, sentence structure and developing a personal 'voice' are developed through and immersive. Within the writing journey, children learn to write, edit, draft and to publish independently or with peers.

Handwriting
Nelson Handwriting Scheme

Pupils should be taught to:
Write legibly, fluently and with increasing speed by;
* Using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
* Increasing the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
* Choosing the writing implement that is best suited for the task.

Oracy
Develop talk trios/pairs and the strategies of Oracy.
Learn about the 3 kinds of talk:
Disputational, cumulative and exploratory
Use the rules for successful talk:

1. Always respect each other
2. Invite others to contribute
3. Demonstrate active listening
4. Be prepared to change your mind
5. Try to come to a shared agreement

In Year 5 we also use a range of Oracy strategies:

- Use of sentence stems to aid sentence structure, coherence and point making.
- Use of a discussion guide – rules for the interaction.
- Develop question types – open and closed.
- Discussion roles – builder, investigator, prober, summariser, clarifier and challenger.
- Listening ladder and how to prompt listening – develop the skills of listening.
- Use of Oracy in all curricular areas by modelling talk/listening and extending vocabulary.

Examples of activities : debates, scientific explanations, mathematical discussions about reasoning problems, talk trio discussions on dilemmas, P4C activities, recording presentations, reading aloud work and feeding back to others

Assessment:
Half termly Rising Stars tests in Grammar, Spelling and Reading Assessments
Termly moderation of writing
End of year teacher assessment in writing
Termly PIRA (Progress in reading Assessments)

Maths

Autumn	Spring	Summer
Maths Herts Essentials • Place Value and Rounding of Large Numbers • Interpret Negative Numbers- Place Value of Numbers with up to Three Decimal Places • Multiply and Divide by 10, 100 and 1,000 • Properties of Number – Multiples, Factors and Common Factors, • Prime and Composite Numbers • Multiply and Divide Mentally • Solve Problems Involving Knowledge of Key Facts • Add and Subtract Using a Range of Strategies • Add and Subtract Using Formal Written Methods • Formal Written Methods for Multiplication • Formal Written Method of Short Division • Equivalent Fractions • Compare and Order Fractions • Adding and Subtracting Fractions. ***Remaining weeks should be review and close the gap sessions focusing upon high value learning*** **Additional activities** • *Reasoning activities*	**Maths Herts Essentials** • Problem Solving – All Four Operations • Multiply Fractions by Whole Numbers- proper Fraction Problem Solving • Measure – Converting Units of Measure • Area • Volume and Capacity • Percentages • Problem Solving – Percentages • 3-D Shapes from 2-D Representations • Reflection and Translation • Perimeter • Estimate, Compare, Measure and Draw Angles • Identify Unknown Angles ***Remaining weeks should be review and close the gap sessions focusing upon high value learning*** **Additional activities** • *Reasoning activities* • *Times Tables Rock Stars* • *Arithmetic Tests once the children are ready* *Fluency activities and focused conferences*	**Maths Herts Essentials** • Formal Methods for Division and Multiplication in Increasingly Complex Problems • Strategies for Multiplication and Division (Mental and Written) • Solving Problems involving Scaling by Simple Fractions and Rates • Use all four operations to solve problems involving measure [for example, length, mass, volume, • money] using decimal notation including scaling • Conversion of Imperial and Metric Units of Measure • Fractions, Decimals and Percentages Problem Solving • Reading Timetables and Calculating with Time • Solve Problems involving the Four Operations • Distinguish between Regular and Irregular Polygons • Use Properties of Rectangles • Statistics -Solve Comparison, Sum and Difference Problems using Information in a Line Graph

• *Times Tables Rock Stars* • *Fluency activities and focused conferences*		• Statistics – Interpreting and Evaluating Information Presented in Charts and Tables • Roman Numerals. ***Remaining weeks should be review and close the gap sessions focusing upon high value learning*** **Additional activities** • *Reasoning activities* • *Times Tables Rock Stars* • *Arithmetic tests* • *Fluency activities and focused conferences*

Assessment:

Assessment plays a vital role in the teaching and learning of maths. Pupils are regularly assessed by teachers through informal day-to-day observations, verbal feedback (discussions), to more formal style tests and tasks at the end of a topic, term or year. For instance, termly PUMA assessments (Progress in understanding Mathematics) are conducted

Science

Curriculum content (National Curriculum): Substantive Knowledge;

Living things and their habitats

- 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.

Animals, including humans

- Describe the changes as humans develop to old age. Links to PSHE/SRE
- Researching the gestation periods. Links to PSHE /SRE

Properties and change of materials

- 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.

Earth and Space

- 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.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.

Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.

Curriculum Content: Disciplinary Knowledge (practical scientific methods);

These STEM skills are taught through-out the year, in all topics:

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables in a fair test. Children need to expand on their reasons using the as "If I were to…, When I …, Compared to…" to strengthen independent thinking.
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate to check validity.
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, *scatter graphs**, bar and *line graphs** (* *These are new skills and require maths links*)
- Using test results to make predictions to set up further comparative and fair tests.
- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations (*Build on Year 4*)
- Identifying scientific evidence that has been used to support or refute ideas or arguments.

Curriculum Content: Understand the uses and implications of Science: Disciplinary Knowledge;

- Deepen an understanding of how skills, knowledge and language in Science are used in the real world.

Demonstrate STEM career opportunities. Where possible have speakers in and prepare purposeful questions.

Autumn	Spring	Summer

Properties and Change of Materials This topic builds on knowledge of solid, liquids and gases (*Year 4*) to decide how mixtures can be separated in different ways. Opportunities for comparative tests and recording are made. When grouping materials, magnetic properties from Year 3 are also developed.	**Properties and Change of Materials** This topic builds on knowledge of solid, liquids and gases (*Year 4*) to decide how mixtures can be separated in different ways. Opportunities for comparative tests and recording are made. When grouping materials, magnetic properties from Year 3 are also developed.	**Properties and Change of Materials** This topic builds on knowledge of solid, liquids and gases (*Year 4*) to decide how mixtures can be separated in different ways. Opportunities for comparative tests and recording are made. When grouping materials, magnetic properties from Year 3 are also developed.
Assessment: Summative assessments recorded on Arbor – disciplinary and substantive considered		

RE **Christianity and Judaism**					
Autumn 1 Sources of Wisdom	**Autumn 2** Sources of Wisdom	**Spring 1** Identity and Belonging	**Spring 2** Identity and Belonging	**Summer 2** Prayer, Worship and Reflection	**Summer 2** Human Responsibility and Values
What do we already know about Judaism and Christianity? Key beliefs and practises in the Jewish religion. What are the main sources of wisdom in Christianity and Judaism and why are they important? What is the meaning and significance of 'The Lord's Prayer'? How does it enhance worship? Why were all the sacred texts written so	To identify the key figures in the Jewish religion and to understand why they regarded as sources of wisdom; Moses. What would Jesus do? (UC Gospel 2b.5) Was Jesus the Messiah? (UC Incarnation 2b.4) To describe similarities and differences in the ways two different traditions express what 'belonging' means in	To explore why and how the Torah is considered a cherished source of wisdom and guidance for living. To interpret what Deuteronomy 6 in the Torah teaches. To describe similarities and differences in the ways two different traditions express what 'belonging' means in those traditions: Bah and Bat Mitzvah. Catholic confirmation.	What does it mean to observe Shabbat and what are the challenges for modern Jews to follow this ancient law? What does it mean to be Kosher and what are the challenges for modern Jews to follow this ancient law? How do Jewish people remember key evets from their history? Explore Passover and Seder	What are the main Christian groups represented in Britain? How do church buildings reflect the similarities and differences in Christian belief?- Include questions- 'Do Christians need to worship in a church to connect with God?' 'Christians don't go to church; Christians are the church.' What does this mean? (Oracy/ debate). How do prayers such as the Shema enhance	What do Jews, Humanists and Christians teach about how people can live together for the wellbeing of all. What do Christians believe about the relationship between humans, their environment and other living creatures? Stewardship To explore the Jewish concept of 'Tikkun Olam' ('repairing the world').Why might

long ago and are they still relevant? To identify the key figures in the Jewish religion and to understand why they regarded as sources of wisdom; Abraham.	those traditions; Christmas and Hanukkah.		What did Jesus do to save human beings? (UC Salvation 2b.6)* Rev Chris's visit.	worship?- Explore how a mezuzah is a declaration of identity and faith. How and why are the tallit, tefillin and kippah used as signs and symbols in Jewish prayer?	some people think that the world is broken? How can following God bring freedom and justice? (UC People of God 2b.3
	Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.		Recognise the challenges of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity, religious guidance and leadership both past and present.	Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.	Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.

Geography				
Autumn- Spring 1			**Spring 2- Summer**	
Locational knowledge	Place Knowledge	Human and physical geography	**Geographical skills and fieldwork**	
			Fieldwork	**Map skills**
Using locational knowledge gained about the UK and Europe, locate North and South America. Concentrate on their environmental regions, key physical and	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom compared to a	Describe and understand key aspects of: <u>Physical geography, including:</u> climate zones, (as well as building upon existing	<u>Gather information</u> Select appropriate methods for data collection such as interviews, Make field notes, observational notes Use a database to interrogate/amend information collected, Use graphs to display data collected	<u>Using maps</u> Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales

human characteristics, countries, and major cities. - identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) (refer back to year 4 learning)	region within North or South America.	knowledge from the previous year group) <u>Human geography, including:</u> economic activity including trade links	Evaluate the quality of evidence collected and suggest improvements <u>Sketching</u> Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. Select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns <u>Audio/Visual</u> Use photographic evidence in their investigations to support findings	Use 8 figure compasses, begin to use 6 figure grid references. <u>Making maps</u> Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly
Assessment: Spring 1- locational and place knowledge and human and physical geography assessment form			**Assessment:** Summer 2-Geographical skills and fieldwork assessment form	

History		
Autumn	**Spring**	**Summer**
<u>The Anglo – Saxons</u> **Was the Anglo – Saxon period really a dark period in history?** • The struggles for the kingdom of England continue. • Evidence from a range of sources – Sutton Hoo ship burial and Staffordshire hoard. • Beowulf. LINKS: Invasion and settlement, exploration and Invention	**<u>The Vikings</u>** **What did the Vikings want?** • Why did the Vikings raid and settle in Britain? • Monk accounts from Lindisfarne • King Alfred's struggle and victory. LINKS: Invasion and settlement, exploration and Invention	**<u>The Maya</u>** **Why do we remember the Maya?** **Were the Maya clever? How do you know?** • Develop an understanding of the main features of Maya society**.** • Theories of why the Maya city stat declined after 900AD. • Recent discoveries about the Maya. • Links to the Egyptians and compare their civilisations – Were they in fact civilised? • Accounts from the Spanish Conquistadors.

		LINKS: Invasion and settlement, exploration, civilisation and Invention

Computing					
Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Computing Systems and Networks - Systems and Searching In this unit, pupils will develop their understanding of computer systems and how information is transferred between systems and devices. Pupils will consider small-scale systems as well as large-scale systems. They will explore the input, output and process aspects of different real-world systems.	**Creating Media - Video Production** This unit provides pupils with the opportunity to create short videos in groups. They will develop the skills of capturing, editing and manipulating video through active learning and investigating the use of devices and software. Pupils will reflect and assess their progress in creating a video.	**Programming A – Selection in Physical Computing** In this unit, pupils will use physical computing (Crumble Controllers) to explore the concept of selection in programming. They will learn how to connect and program components (including output devices such as LEDs and motors). Pupils are introduced to 'conditions', 'repetition' and 'selection'.	**Data and Information – Flat-File Databases** This unit looks at how a flat-file database can be used to organise data in records. Pupils use tools within a database to order and answer questions about data. They will use a real-life database to answer a question and present their work to others.	**Creating Media – Introduction to Vector Graphics** In this unit, pupils start to create vector drawings using Google Drawings. They learn how to use different drawing tools to help them create images (using shapes and lines). Pupils layer their objects before grouping and duplicating them.	**Programming B – Selection in Quizzes** In this unit, pupils develop their knowledge of selection by revisiting how conditions can be used in programs. They represent this understanding in algorithms and then by constructing programs using Scratch. They use their knowledge of writing programs and using selection to control outcomes to design a quiz.

Art

Autumn	Spring	Summer
DRAWING	PAINTING	3D
Building on the skills learnt in EYFS, KS1, Year 3 and Year 4: **<u>Drawing & Mark-making:</u>** Using full range of drawing tools and techniques to build on EYFS/KS1/Year 3/Year 4 skills and develop new skills. Children use **coloured chalk or oil pastels** to draw from observation: a **still life or outdoor scene.** To focus on **framing**. Experiment with making a **cardboard viewfinder** (the closer to the eye, the more there is in the frame. The further away, the less there is in the picture). Experiment with moving the frame around until they have a satisfying arrangement of objects/ components: a composition. Create different drawings of the same still life/scene, first from distance = **macro** - full scene/object, then selecting an area for detailed focus using cardboard frame and creating a detailed, textured **micro** drawing. Children introduced to drawing perspective. Children **begin to experiment with mixed media**, combining blended pastel colours with monochrome felt pen/pencil detailing and patterning. **Outcomes** To research the drawing techniques of chalk and oil pastel artists. To practise skills, exploring how to use coloured chalk and oil pastels. To draw a still life/outdoor scene from observation, beginning to think about perspective.	**Building on the skills learnt in EYFS, KS1, Year 3 and Year 4:** **<u>Contrasting colours:</u>** Children consolidate their learning about contrasting colour for effect and experiment with using colours from the **opposite sides of the colour wheel** to create a painting. **<u>Painting Project: World Culture</u>** Children match the bold, contrasting colours of a particular **artist from outside of Europe** (e.g. Africa/Australasia/South America) and examine their style of **brushwork/mark-making** and use of **pattern and symbols** (building on their introduction to shapes and patterning from Year 2 through to Year 4). **The children focus on producing a painting that is highly patterned and textured. They begin to experiment with mixing media,** such as collaging elements of the painting (with textiles/wood/yarn and painting over them) or using felt pen over paint. **<u>Introduction to Conceptualism:</u>** Children begin to explore **conceptual understanding** of artists' work (Aboriginal/African/Asian) and start to learn how to infer meaning from images. They discuss visual **themes**, art as a means of visual communication, **symbolism** and **mood**. **Their final painting uses basic symbols to convey meaning.** **Outcomes**	**Building on the skills learnt in EYFS, KS1, Year 3 and Year 4:** **<u>Clay - Artist's Project:</u>** Children **study the work of a particular artist/sculptor** (e.g. Shaun Tan) and make **sketches**. They analyse the use of form and think about the suitability and use of the material, balance/weight and colour (limited palette). They begin to explore the use of **inference and visual metaphor in sculpture**, looking for hidden meaning, **themes** and **symbolism** in the artist's work. They use **fictional narrative as a contex**t (e.g. Grimms' Fairy Tales/their own imaginary narrative) and create 3D clay models of **characters/animals that reflect the situation/ emotions of the characters**. They learn to create **hollow models** with a hole in the base (to prevent cracking when drying) and **paint** their models, **choosing colour to evoke mood**. Their modelling becomes more **sophisticated and conceptual, telling a story of its own. They begin to understand that they are consumers of imagery and that their work must communicate to an audience.** **Outcomes** To research the life and work of Shaun Tan, considering visual metaphor. To research a contrasting 3D artist (Rohan Brown or Yinka Shonibare) and write an appraisal of their work To practise skills, creating hollow models, refining

To use a viewfinder to create a compositional frame for a drawing. To create contrasting scaled drawings, experimenting with mixed media. To evaluate a final piece and rework. **Drawing Project Resources** -Colour and Line -Large As Life Scroll Drawings	To research the painting style of an artist from outside of Europe. To understand the term, conceptualism, inferring meaning from an image. To be able to mix primary, secondary and tertiary colours to match an artist's palette. To practise skills using a range of marks, patterns, textures and mixed media. To interpret an artist's style and palette, to create a painting using pattern, texture and symbolic elements (link to computer generated art). To evaluate a final image and its emotive impact (and rework).	load-bearing, texture and joining techniques. To use a variety of sketching techniques to design a 3D sculpture of a character with a literary stimulus (The Jabberwocky/The Singing Bones/their own narrative). To create a 3D sculpture of a character, considering the use of form and colour to evoke mood. To evaluate a 3D sculpture and its effects on an audience.
Assessment: Examples of progression of skills recorded in sketchbooks and in year group art assessment folder.		

Modern Foreign Language – Spanish

Autumn	Spring	Summer
El fin de semana	**La Segunda Guerra Mundial**	**Comer sano**
Year 6 children will start their progressive units this year. Children will be able to ask what the time is, tell the time accurately, learn to say what they do at the weekend, learn to integrate conjunctions in their writing and present an account of what they do and at what time at the weekend. To introduce the aim of the unit and consolidate with more sophisticated language for telling the time accurately	Children will group/order unknown vocabulary to help decode texts, improve their listening and reading skills, name the countries and languages involved in WWII, say what the differences were in the city/country, learn to integrate all new and previous language writing a letter home as an evacuee. To introduced the aim of the unit and learn how to decode unknown language in longer Spanish text To learn some of the countries and languages	Children will name and recognise foods and drinks considered good and not so good for health, say what activities they do to keep in shape, what they do to maintain a healthy lifestyle and learn how to make a healthy recipe. To name and recognise ten foods and drinks that are considered good for your health To name and recognise ten food and drinks that are not considered good for your health

To consolidate the vocabulary for time and introduce the new phrases for the activities done at the weekend To consolidate the new language for the weekend activities with a variety of reading and listening work To consolidate language for weekend activities, integrating a time into the new phrases and learning how to use conjunctions To consolidate all the language covered so far and introduce three positive and three negative opinions phrases To revise all the language covered so far and complete the end of unit assessment	involved in World War II in Spanish To answer true or false statements in Spanish on what experiences were during WWII To improve the range of vocabulary by learning key words for things Vera saw in the countryside and in the city To improve their language skills by using adjectives to compare city and country life, taught through the story of Daisy To write a letter home in Spanish as a evacuee and complete the end of unit assessment	To say what activities they do to keep in shape during the week To say in general what they do to keep a healthy lifestyle To learn to make a healthy recipe in Spanish To revise all language covered so far and complete assessment for the unit

Design and Technology

Autumn	Spring	Summer
Structures – frame structures **Designing** • Carry out research into user needs and existing products, using surveys, interviews, questionnaires and web-based resources. • Investigate and evaluate a range of existing frame structures. • Research key events and individuals relevant to frame structures. • Develop a simple design specification to guide the development of their ideas and products, taking account of constraints including time, resources and cost. • Generate, develop and model innovative ideas, through discussion, prototypes and annotated sketches. **Making** • Formulate a clear plan, including a step-by-step list of what needs to be done and lists of resources to be used. • Competently select from and use appropriate tools to accurately measure, mark out, cut, shape and join construction materials to make frameworks. • Use finishing and decorative techniques suitable for the product they are designing and making. **Evaluating** • Critically evaluate their products against their design specification, intended user and purpose, identifying strengths and areas for development, and carrying out appropriate tests.	**Electrical Systems – complex switches** **Designing** • Use research to develop a design specification for a functional product that responds automatically to changes in the environment. Take account of constraints including time, resources and cost. • Investigate famous inventors who developed ground-breaking electrical systems and components. • Generate and develop innovative ideas and share and clarify these through discussion. • Communicate ideas through annotated sketches and pictorial representations of electrical circuits or circuit diagrams. **Making** • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable an electrical product to work automatically in response to changes in the environment. **Evaluating** • Continually evaluate and modify the working features of the product to match the product to match the initial design specification.	**Food – celebrating culture & seasonality** **Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Understand how key chefs have influenced eating habits to promote varied and healthy diets (e.g. Jamie Oliver and healthy school meals). • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of • ingredients, equipment and utensils • Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using tables/ graphs/ charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification,

Technical knowledge and understanding Understand how to strengthen, stiffen and reinforce 3-D frameworks.	• Test the system to demonstrate its effectiveness for the intended user and purpose. **Technical knowledge and understanding** • Understand and use appropriate electrical systems in their products. Apply their understanding of computing to program,monitor and control their products.	taking into account the views of others when identifying improvements. **Technical knowledge and understanding** • Utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products.
End of unit assessment	**End of unit assessment**	**End of unit assessment**

P.E.				
Autumn 1	**Autumn 2**	**Spring**	**Summer 1**	**Summer 2**
Invasion Games (Tag Rugby) - Pass, dribble and shoot with control in games. - Identify and use tactics to help their team keep the ball and take it towards the opposition's goal. - Mark opponents and help each other in defence. - Pick out things that could be improved in performances and suggest ideas and practices to make them better. - Know and carry out warm-up	**Dance** - Respond to the phrasing of music. - Adaptand refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance they use. - Perform different styles of dance clearly, rhythmically and fluently. - Compose motifs and plan dances creatively and collaboratively in groups. - Understands the relationship between dance and its accompaniment.	**Gymnastics** - Create and perform a partner sequence with at least **EIGHT** elements. - Practise and refine the sequences to include changes in level, direction and speed. - 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.	**Striking & Fielding** - Strike a bowled ball; - Use a range of fielding skills, e.g.; catching, throwing, bowling, intercepting, with growing control and consistency. -Bowl a ball using the correct form. -Begin learning to strike the ball in different directions. - Use and apply the basic rules Consistently and fairly. - Understand and implement a range of tactics in games. - Work collaboratively in pairs, group	**Athletics** - 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. - Identify good athletic performance and explain why it is good, using agreed criteria. - Understand how stamina and power help people to

activities that use exercises helpful for invasion games.	- Recognise and comment, using appropriate vocabulary, on dances, showing an understanding of style. - Organise their own warm-up and cool-down exercises. - Show an understanding of safe exercising. - Suggest ways to improve their own and other people's work.	- Use basic set criteria to make simple judgements about performances and suggest ways they could be improved. - Understand the need for warming up and working on body strength, tone and flexibility. - Lead small groups in warm-up activities.	activities and small-sided games; - Identify their own strengths and suggest practices to help them improve.	perform well in different athletic activities.

Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Livin' on a prayer This unit is based upon rock music which contains the use of the guitar solos and male vocals. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. (National Curriculum link) I can sing in union and adapt my voice to meet	**Classroom Jazz 1** This unit is based on exploring jazz music in more detail and developing the children's imposition skills. The children will learn pieces without notation just as many jazz musicians do. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,	**Make you feel my love** This unit is based on the ballads sung by Adele 'Make you feel my love'. During this unit the children will listen and appraise pop music throughout the eras. Listen with attention to detail and recall sounds with increasing aural memory. (National Curriculum link) I can identify the structure of the song (For example, piano intro, verse 1, verse 2 & 3, interlude chorus,	**The fresh Prince of Bel-air** This unit is based on rap music. During this unit the focus will be developing the children's vocal skills through learning the song 'The fresh Prince of Bel-air'. Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link)	**Dancing in the street** This unit is based on Motown music which is a mixture between R&B and pop music. Improvise and compose music for a range of purposes using the inter-related dimensions of music. (National Curriculum link) I can compose a melody using simple rhythms and use it as part of the performance. I may use the notes D, E and F on a tuned instrument to do	**Reflect, rewind and replay** This unit of work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the history of music and the beginnings of the language of Music. Develop an understanding of the history of music.

the musical style of rock. (Charanga)	fluency, control and expression. (National Curriculum link) Use and understand staff and other musical notations. (National Curriculum link) I can play the instrumental parts with music by ear using the notes G, A + and D, E, G, A + B (Charanga)	verse 4 with tag ending.) (Charanga) I can identify the instruments/ voices. (Charanga) I can find the pulse as I am listening to the song. (Charanga)	I can improvise in the lesson and as part of the performance. I may use the notes D and E on a tuned instrument. (Charanga)	this. (Charanga)	(National Curriculum link)
Assessment: Singing	**Assessment:** Playing musical instruments	**Assessment:** Listening and appraising	**Assessment:** Improvisation	**Assessment:** Composition	**Assessment:** Overall judgement

PSHE **Programme of study JIGSAW** which teaches children and young people emotional literacy, social-and lifelong skills, RSE/RSHE and resilience in an age-appropriate manner					
Autumn		**Spring**		**Summer**	
Being Me in My World	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**