Class 5 Curriculum

Religious Education: Class 5						
	Christianity	Judaism	Islam	Hinduism	Humanist
Class 5	• Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus. • Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone. • Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven. • Christians use a range of theories and metaphors to explain how this reconciliation works. A common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned – Having broken God's Law, humans should have been punished. (Romans 6:23 – Jesus is without sin – He sacrifices himself in the place of humanity – Because Jesus is without sin, he 'pays the price' which should have been paid by humanity'. (Galatians 3.13) • Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him. • Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer. • Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2) • Understand that the two accounts are told from different viewpoints (Mary and Joseph's) • Reflect on why there may be different accounts. • The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine. • Some Christians understand this symbolically and others literally. • The nativity of Jesus concerns the incarnation of Jesus: literally "become flesh". Incarnation is the belief that Jesus Christ is fully human and fully God.	• Know that Jews have coming of age ceremonies: Bar and Bat Mitzvah (for boys and girls, respectively). These are important because it marks the time when people become responsible for following the Torah. • Know that Abraham is called one of the fathers of Judaism • Know the story of Abraham who Jews believe was the first person to believe in one God: Abraham was rich and lived in Ur; the people worshipped many gods: God speaks to Abraham and tells him to leave his home with 3 promises: a relationship with God, numerous descendants and land - but Sara is barren --with no scriptures or traditions, he puts his faith in God. • Understand that, for Jews, the covenant that began with Abraham is an important belief of a two-way relationship. Jews put their faith in God (not blind faith – Abraham often questions God) and God gives his blessings to Abraham and his descendants. • Know that Yom Kippur is the holiest day in the Jewish calendar. -- This period starts with Rosh Hashannah and ends ten days later with Yom Kippur. It is during this time of fasting that Jews show how sorry they are, and attend the synagogue as often as they can, listening to the Torah; for asking for forgiveness from those who they have wronged, forgive those who have wronged them and ask G-d to forgive them; saying, "And for all these, God of forgiveness, forgive us, pardon us, and grant us atonement". • Understand how Jews celebrate the Shabbat and why it is considered the most important festival: Timing of Shabbat, no work, but study, rest and leisure: Time to celebrate belief in one God as creator: Central rituals: Kiddush, lighting candles, wine shared, and bread cut: Attendance at Synagogue and opening of Ark :Dietary rules including kosher and trefah and separation of meat and milk.	• Know the Muslim belief that Muhammad is the final Prophet. • Know the names of Prophets that lived before Muhammad who are named in the Qur'an, including: Adam, Abraham, Moses, and Jesus. According to the Qur'an these prophets taught essentially the same religion (din) (from Adam to Muhammad). know that all the Prophets before Muhammad were given the same message. Muslims do not criticise the prophets of other religions, because of this. Muslims show great respect to these by adding the phrase, 'peace be upon them'. They also show great respect to the sacred texts of other religions, such as gospels and Torah. • Know the Muslim belief that humans have a tendency to forget, ignore or tamper with, God's clear message. • Understand that the Muslims believe the Qur'an is (a) the word of God not a human creation, (b) is the authentic version of the revelations to Muhammad in word, rhythm (it is poetic) and so must be read in Arabic, (c) the most comprehensive and final book of knowledge and instruction to believers. • Know that Islam means "Submission (to the will of Allah)" and the word Muslims means someone who has willingly submitted themselves to Allah. • Understand the Muslim belief that humans have not followed God's message in the past because of over self-confidence (hubris) and so they • forgot it • ignore it • tamper with it • Know that Muslims believe that Muhammad had many revelations over 22 years. • Understand that the Qur'an is the original and most basic source of God's Law, but Hadith provide Muslims with the practical interpretations of how to apply the Qur'an to everyday life. Muslims believe Muhammad received instructions from Gabriel and so these are as valid as those in the Qur'an. • Know that humans have the role of Khalifah, trustees of Allah's creation. All things belong to	• Know that the term "Hinduism" is a Western term for people who lived in Northern India, who shared the Vedas and ancient Sanskrit writings of India. Followers prefer the term "Sanatan Dharma", which mean 'eternal truths' (i.e. basic teachings which have always been true and always will be). • Know the Holi festival celebrates Spring, community and equality, reminding Hindus to respect the natural world and its seasons (AMV Unit 7, 10) Also recall the Holika story, who died using her powers to try and kill Prahlad, a believer in God, and understand how this reminds Hindus to use their gifts to help not hurt others, the principle of ahimsa. • Know the Hindu word for 'action' is 'karma which means everything we do will have consequences. This is the 'Law of Karma'. Following the Dharma will produce beneficial results. • Understand that thousands of years ago, Hindu books called the Vedas described many ways of thinking about God with special names, images and stories to help Hindus remember and understand about God. Hindus pray to God by any of these names and ways. • Recall the story of Shiva and the Ganges. Understand that Hindus believe that whilst the natural world is all from within God and so is to be treated as special, the Ganges is a holy river to visit, and Shiva is a special and particularly powerful form of God to worship. • Hinduism teaches that there is one Supreme Being/Person, Brahman. Brahman is everywhere and everything that exists lives in Brahman	• Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic. • Be able to say why Humanism is a life stance but not a religion. • Know how secular Humanists regard life and death. They should know that the focus of their attention is on what can be achieved during this life in this world and that they hold that death is the end of life. • Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why. • Be able to name two prominent Humanist scientists of the modern period and say something about their

	• Identify how the belief that Jesus is "God is with us" helps a Christian in daily life. Christians pray because they believe that Jesus is with them to listen and to help. • Christians believe that "God is love" (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy). • Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry. • Christians believe the Bible talks about what God is like and his relationship with people who believe in him. • Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God. • Recognize that Christians use evidence to support their belief in God. UC 2B.4 + AMV 2.11 UC 2B.2 UC 2B.7 UC2B.1	• Raise and suggest answers to relevant questions in response to the concept of a covenant with God. • Attempt to support their answers using reasons and/or information. • On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community. • The reading of the Torah is central to the service: during the service there will be readings from the Torah. • In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: --- Never touched by human hands- a special pointer is used--- Each scroll has a mantle (cover) ---Once they have been used, they are returned to the Ark • There is an ever-burning lamp outside the Ark to show God is always present • Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart. **Covered in AMV 2.7a**	Allah. Muslims have always studied nature for signs and wonders of Allah. • Understand that the practices of Zakat (giving) and Saum (fasting during Ramadan) illustrate the concept of Khalifah: Zakat (giving) is a duty (something you must do) not charity (something you might chose to do); it should be done anonymously, receiving no praise.: Saum (fasting during Ramadan) is an act of learning to appreciate all that God has provided. • Know the story of Bilal and understand why this story is important to Muslims: • Bilal is a black African slave; refuses to obey his master to attack one of Muhammad's followers who claimed that all people are equal; while imprisoned, waiting to be punished, he became a Muslim; close to death he was sold to Abu Bakr one of Muhammad's closest companions; Bilal was freed; Bilal became the first Muezzin (gave the first call to prayer at the first mosque in Medina and then at the Ka'aba). ---Meaning: this story emphasises that people should be judged not by their position in society or race, but on their commitment to obey Allah's commands.: That Allah alone is worthy of worship.: Bilal exemplified his dedication to Allah, even risking his own life. He is a role model to Muslims. • Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah. • Attempt to support their answers using reasons and/or information **Covered in AMV unit 2.8**	all the time. Nothing would exist if Brahman was not in it. • Recognise the symbol often associated with Hinduism: Aum. The sound is sacred and is a way of describing Brahman. • Recall the Hindu greeting Namaste and its meaning: 'I respect you', because Hindus believe the same God is inside every heart and must be treated as one world-family. • Hindus believe in Reincarnation: the belief that when a body dies their atman ("soul") may move onto another being. In the Bhagavad Gita this is likened to someone changing dirty clothes for clean ones. Similarly, the Atman casts off its worn-out body for a new one. (Bhagavad Gita 2:22). • The Atman persists and is reborn many times. This continual cycle is called Samsara. • The type of life an Atman moves onto depends on its previous one. This is determined by the Law of Karma. • The end of Samsara is called Moksha. The soul breaks out of reincarnation and joins with Brahman • Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman. • Attempt to support their answers using reasons and/or information. **Covered in AMV unit 2.9**	lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott. • Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon's Imagine. • Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.

Possible Big Questions

WINDOW	MIRROR	DOOR
What is unknowable?	What do you believe?	
What is the relationship between science and religion?	Have you ever looked at the stars? How did you feel? Why?	What is suffering? Who is suffering in the world today? What can you do?
Why do some people seek solitude?	What is your conscience?	What issues are there in the world today?
Is there life after death?	Why is death sad?	Do we all have a mission in life?
Is there such a thing as a bad person?	Should we always be loyal to our friends?	How can I be a good steward of creation?
What is humanity's greatest quality?	Can you make yourself more joyful?	Who needs my help?
What lasts forever?	When have you shown inner strength?	Who is my neighbour?
What is perfect?	Are my beliefs important?	What is worth standing up for?

Are traditions good?	When and where do you feel you belong?	
How is life precious?	Who do you know who is resilient?	
Why isn't life always fair?	How are you like God?	
Where do our spirits/souls go when we die?	Why do you think people have mental health issues?	
Does having more mean being happier?	Should you respect yourself above all other things?	
	What rights do I have?	
	Is it better to please yourself or others?	

Science: Class 5

Biology		Chemistry	Physics	
Animals, including humans Evolution and inheritance	**All living things and their habitats**	**States of Matter Materials**	**Forces**	**Light**
• Changes as humans develop from birth to old age • Impact of exercise on body • Identical and non identical off-spring • Fossil evidence and evolution • Adaptation and evolution	• Life cycles – plants and animals • Reproductive processes • Famous naturalists • Classification of living things and the reasons for it	• Compare properties of everyday material • Soluble/ dissolving • Reversible and irreversible substances	• Gravity • Friction	• How light travels • Reflection • Ray models of light
• Create a timeline to indicate stages of growth in humans • Know the impact of diet, exercise, drugs and lifestyle on health • Know how the Earth and living things have changed over time • Know how fossils can be used to find out about the past • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution • Know about evolution and can explain what it is	• Know the life cycle of different living things e.g. mammal, amphibian, insect and bird • Know the differences between different life cycles • Know the process of reproduction in plants • Know the process of reproduction in animals • Classify living things into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified • Give reasons for classifying plants and animals in a specific way	• Compare and group materials based on their properties (e.g. hardness, solubility, transparency, and response to magnets • Know and explain how a material dissolves to form a solution • Know and show how to recover a substance from a solution • Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) • Know and demonstrate that some changes are reversible and some are not • Know how some changes result in the formation of a new material and that this is usually irreversible	• Know what gravity is and its impact on our lives • Identify and know the effect of air and water resistance • Identify and know the effect of friction	• Know how light travels • Know and demonstrate how we see objects • Know why shadows have the same shape as the object that casts them • Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

Working Scientifically	
• Know which type of investigation is needed to suit particular scientific enquiry e.g. looking at the relationship between pulse and exercise	• Use a range of written methods to report findings, including focusing on the planning, doing and evaluating phases
• Set up a fair test when needed e.g. does light travel in straight lines?	• Clear about what has been found out from their enquiry and can relate this to others in class
• Know how to set up an enquiry based investigation e.g. what is the relationship between oxygen and blood?	• Explanations set out clearly why something has happened and its possible impact on other things
• Know what the variables are in a given enquiry and can isolate each one when investigating	• Aware of the need to support conclusions with evidence
• Justify which variable has been isolated in scientific investigation	• Keep an on-going record of new scientific words that they have come across for the first time and use these regularly in future scientific write ups
• Use all measurements as set out in Year 6 mathematics (measurement), including capacity, mass, ratio and proportion	• Use diagrams, as and when necessary, to support writing and be confident enough to present findings orally in front of the class
• Able to record data and present them in a range of ways including diagrams, labels, classification keys, tables, scatter graphs and bar and line graphs	• Able to give an example of something they have focused on when supporting a scientific theory e.g. classifying vertebrate and invertebrate creatures or why certain creatures choose their unique habitats
• Make accurate predictions based on information gleaned from their investigations and create new investigations as a result	• Frequently carry out research when investigating a scientific principle or theory
• Able to present information related to scientific enquiries in a range of ways including using IT such as power-point, animoto and iMovie	

Art- Class 5

Evaluating and reflecting

Provide a reasoned evaluation of both their own and professional's work, which considers the starting points and context behind the work.
Know how to describe, interpret and explain the work, ideas and practices of some significant artists, designers and architects, taking account of the influence of different cultural and social contexts in which they worked.

Drawing

Work on sustained, independent, detailed drawings.
Use a sketchbook to collect and develop ideas.
Use different techniques for different purposes e.g. shading, hatching, blending.
Begin to use simple perspective in their work e.g. by using a simple focal point on the horizon.

Key Vocabulary

Purpose, sources, scale, proportion, refine, alter, accurate preparation, perspective, comparison, contrast, foreground, background.

Painting

Create imaginative work from a variety of sources e.g. observational drawing, music, poetry.
Use their sketchbook to record and store information as appropriate.
Introduce the more complex colour wheel with primary, secondary and tertiary colours.
Begin to use perspective.
Develop their own style.
Demonstrate consideration about the use of colours and their relationships.

Key Vocabulary

Atmosphere, expression, tertiary colours, composition, harmony, complementary, abstract.

Printmaking

Start to overlay prints with other media.
Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future work.
Use tools in a safe way with a good degree of independence.
Show experience in a range of mono-print techniques.

Key Vocabulary

Overlay, techniques, modify and adapt.

Sculpture

Plan a sculpture through drawing and other preparatory work.
Shape, form, model and construct from observation and imagination.
Use a range of materials, both natural and man-made, to create sculptures.
Develop skills in using clay e.g. slip, slabs and coils.
Produce intricate patterns and textures in malleable materials.
Explore the work of artists.

Key Vocabulary

Develop the language of analysis and interpretation of sculpture e.g. symbolic, patterned/ textured, complex, uneven, busy/ plain, delicate, simple, intricate.

Collage and Textiles
Use fabric to create 3D structures. Use a variety of techniques with fabric e.g. printing, dyeing, weaving, stitching to create different textural effects. Use a range of media to create collage. Use different techniques, colours and textures when designing and making a piece of work.
Key vocabulary
Embroider, running stitch, tapestry, textiles, stimuli, collage.

Digital Media
Explore ideas using digital sources e.g. internet, photos, National Gallery of Art. Record, collect and store visual information digitally. Present recorded visual images using software e.g. iMovies and Google Slides. Use a graphics package to create images and effects with lines, shapes, colours, and textures and manipulat e.g. Tinkercad and create images.
Key Vocabulary
Research, digital media/ art, Google Slides, presentation, graphics, Tinkercad, iMovies.

Key artists	
Cycle 1 Nellie Marks Nakamara- Aboriginal art (Myths and Legends) Ancient Egyptian art- Range of artists from ancient Egypt (Myths and Legends) Conrad Martens- Beagle Notebooks Documentary sketches/ Observational drawings (Existing, Extinct and Endangered) Andy Goldsworthy- Sculpture in Nature/ Environmentalist (Existing, Extinct and Endangered) Bayeux Tapestry- Romanesque/ Textile (The Time Tunnel) Picasso- Guernica – Surrealism/ Global Issues (They See the World Like This) Monet- Impressionism (They See the World Like This) Van Gogh- Starry Night- Impressionism (They See the World Like This) Georges Braque- Cubism (They See the World Like This) Kandinsky- Abstract/ Expressionism (They See the World Like This) Paul Klee- Abstract/ Expressionism/ Modernism (They See the World Like This) J.M.W. Turner- Romanticism/ British Artist (They See the World Like This)	Cycle 2 Scandi Art- Pattern and Design (Christmas) Constable- Landscape/ Romanticism/ British Artist (Standalone Art topic) Michelangelo- Renaissance(Standalone Art topic) Banksy- Street Art/ Digital Art (Google Draw) (Standalone Art topic) Matisse- Expressionism (Standalone Art topic) Eva Rothschild- Contemporary/ Sculpture (Standalone Art topic) Andy Warhol- Pop Art/ Digital Art (Photography) (Standalone Art topic)

Glossary of Terms

There are 7 elements of art that children should be exposed to and encouraged to use and discuss.	
Colour	Colour is the element of art that is produced when light, striking an object, is reflected back to the eye. There are 4 properties of colour: 1. Hue: the name we give to colours. 2. Intensity: the vividness of the colour. Is sometimes referred to its saturation or its strength. 3. Value: how light or dark it is. The terms shade and tint refer to value changes in colour. Shades are created by adding black. Tints are created by adding white to a colour. 4. Complementary colours: these are the colours opposite each other on the colour wheel.
Line	Lines and curves are marks that span a distance between two points. In art, line is the use of various marks, outlines, and implied lines during artwork and design.

Form	The form of work is its shape, including its volume or perceived volume. A three-dimensional artwork has depth as well as width and height. However, two-dimensional can achieve the illusion of form with the use of perspective and/ or shading or modelling techniques.
Space	Space is any conductive area that an artist provides for a particular purpose. Space includes the background, foreground and middle ground, and refers to the distance or areas around, between and within things. There are two types of space: 1. Negative space: the area in between, around, through, within an object. 2. Positive space: the areas that are occupied by an object or form.
Texture	Describes how something feels or looks. It can be simulated or real.
Shape	Shape refers to a 2-dimesnsional, enclosed area. Shape could be geometric, such as squares, circles, triangles etc.
Value	This is the degree of lightness and darkness in colour. The difference in value is called contrast. Value can relate to shades, where colour gets darker by adding black to it (shade), or tints, where a colour gets lighter by adding white to it.

Knowledge and skills as an artist (Sticky Knowledge)
At KS2, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.

Using Sketchbooks	Drawing, painting and sculpture	Study of great artists
• Create sketchbooks to record their observations and use them to review and revisit ideas	• Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials	• Great artists, architects and designers in history
Experiment with media to create mood and feeling. Explain why specific tools and techniques have been used to create art. Know how to use feedback to make amendments and improvements to art. Know how to use a range of e-resources to create art.	Know how to overprint to create different patterns. Know which media to use to create maximum impact. Use a full range of pencils, charcoal or pastels when creating a piece of observational art. Know how to express emotion in art. Displays some understanding of scale and perspective.	Explain the style of art used and how it has been influenced by a famous artist. Understand what a specific artist is trying to achieve in any given situation. Understand why art can be very abstract and what message the artist is trying to convey. Express their ideas and thoughts about an artist's work and their own work.

DT: Class 5

Developing, Planning and Designing

Understanding contexts, users and purposes. Generating, developing, modelling and communicating ideas.

Use research and develop design criteria to inform the design of innovative, functional, appealing product that are fit for purpose and aimed at their target audiences.
Use their knowledge of a broad range of existing products to help generate their ideas.
Explain how particular parts of their products work.
Generate a range of design ideas and clearly communicate final designs.
Use annotated sketches, exploded diagrams, cross-sectional drawings and prototypes to communicate their ideas.
Test ideas through use of prototypes.
Use computer-aided design to develop and communicate their ideas.
Know how much products cost to make, how sustainable and innovative they are, and the impact products have beyond their intended purpose.
Learn about some inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products.

Key Vocabulary

• Plan • Organise • Prototype • Initial ideas • Criteria • Diagrams • Labels • Annotate
• Brief • Product • Consumer • Customer • Target audience • Purpose • Application
• Constraints • Client

Making

Planning and practical skills and techniques.

Plan:
Independently plan by suggesting what to do next.
With growing confidence, carefully select from a range of tools and equipment, explaining their choices.
Select from a range of materials and components according to their functional properties and aesthetic qualities. Explain their choices.
Create step-by-step plans as a guide to making.
Produce appropriate lists of tools, equipment and materials that they will need.
Practical Skills and Techniques:
Learn to use a range of tools and kitchen equipment safely and appropriately, and learn to follow hygiene procedures.
Independently take exact measurements and mark out, to within 1 millimetre.
Use a full range of materials and components, including construction materials and kits, textiles and mechanical and electrical components.
Cut a range of materials with precision and accuracy.
Shape and score materials with precision and accuracy.
Assemble, join and combine materials and components with accuracy.
Demonstrate how to measure, make seam allowance, tape, pin, cut, shape and join fabric with precision to make more complex products.
Join textiles using a greater variety of stitches, such as backstitch and whip stitch.
Refine the finish using techniques to improve the appearance of their product, such as sanding or a precise scissor cut after roughly cutting out a shape.

Demonstrate resourcefulness when tackling practical problems.
Key Vocabulary
Materials • Mould • Liquid • Solid • Form • Shape • Adhesive • Lattice • Mass-produce • Hand-made • Packaging • Presentation • Machine made • Dimensions • Durable

Evaluating

Evaluating their own ideas and existing products.

Own Ideas and Products: Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make. Evaluate their ideas and products against their original design specification. **Existing Products:** Explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet its intended purpose. . Including -how well have products been made -what methods of construction have been used -how well products work and achieve their purposes -how well products meet user's need and wants -who designed and made the products -where products were designed and made -when products were designed and made -whether products can be reused or recycled -how much products cost to make -how innovative products are -how sustainable the materials in products are -what impact products have beyond the intended purpose. Evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world e.g. Sir Isaac Newton, Wright Brothers, Brunel etc.
Key Vocabulary
Effective • Fit for purpose • Design criteria • Alternatives • Models • Quality • Function • Functionality

Technical Knowledge

Knowing how products work.

Know how to use learning from science and mathematics to help design and make products that work. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products. Understand and demonstrate that mechanical and electrical systems have an input, process and output. Explain how mechanical systems, such as cams, create movement. Apply their understanding of computing to program, monitor and control a product. Use mechanical and electrical systems in their products. Know that 3D textiles products can be made from a combination of fabric shapes. That a recipe can be adapted by adding or substituting one or more ingredients. Use the correct technical vocabulary for the projects they are undertaking.
Key Vocabulary
Use vocabulary associated for all the areas of D: Designing, Making, Evaluating and Cooking and Nutrition.

Cooking and Nutrition

Knowing where food comes from. Knowing about food preparation, cooking and nutrition.

Know where foods come from: Know, explain and give examples of food that is grown, reared, and caught in the UK, Europe and the wider world. Know that seasons may affect the food available. Plan recipes accordingly. Know how food is processed into ingredients that can be eaten or used in cooking. **Food preparation, cooking and nutrition:** Demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. Demonstrate how to use a range of techniques such as griddling, grilling, frying and boiling. Prepare ingredients using appropriate cooking utensils. Explain that foods contain different substances, such as protein, that is needed for health and be able to apply these principles when planning and preparing dishes. Adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma. Alter methods, cooking times and/ or temperatures. Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. Independently follow a recipe.
Key Vocabulary
Healthy • Unhealthy • Balanced • Vitamins • Disease • Nutrition • Healthy eating • Hygiene • Diet • Cross contamination • Grams • Storage • Presentation • Taste • Texture • Flavour • Disinfect • Bacteria

Sticky Knowledge

Design Technology (Sticky Knowledge) At KS2, the Sticky Knowledge headings take full account of the National Curriculum's main characteristics.					
	Designing	Making	Evaluating	Technical Knowledge	Food Technology
	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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world.	Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.	Understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
Class 5	• use market research to inform plans and ideas. • follow and refine original plans • justify planning in a convincing way • show that culture and society is considered in plans and designs	• know which tool to use for a specific practical task • know how to use any tool correctly and safely • know what each tool is used for • explain why a specific tool is best for a specific action	• know how to test and evaluate designed products • explain how products should be stored and give reasons • evaluate product against clear criteria	• use electrical systems correctly and accurately to enhance a given product • know which IT product would further enhance a specific product • use knowledge to improve a made product by strengthening, stiffening or reinforcing	• know which season various foods are available for harvesting • explain how food ingredients should be stored and give reasons • work within a budget to create a meal • understand the difference between a savoury and sweet dish

Geography: Class 5

Locational Knowledge

	• *Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.*	• *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.*	• 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).
Class 5	• Know the names of a number of European capitals. • Know the names of, and locate, a number of South OR North American countries.	• Know, name and locate the main rivers in the UK.	• Know about time zones and work out differences.

Place Knowledge

Human and Physical Geography

	• *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.*	• *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.*	• 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.
Class 5	• Know key differences between living in the UK and in a country in either North or South America.	• Know what is meant by biomes and what are the specific features of a specific biome. • Know and label the main features of a river. • Know the name of and locate a number of the world's longest rivers. • Explain the features of a water cycle.	• Know about time zones and work out differences.

Map skills and Fieldwork skills

- *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*
- *Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordinance Survey maps) to build their knowledge of the United Kingdom and the wider world.*
- *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.*

Class 5

Map Skills:

Using Maps:

- Follow a short route on an OS map.
- Compare maps with aerial photographs.
- Describe the features shown on an OS map.
- Use atlases to find out data about other places.
- Use 8 compass points and 6 figure grid references accurately.

Map Knowledge:

- Locate the world's countries on a variety of maps, including the areas studied throughout the Key Stages.

Making Maps:

- Draw plans of increasing complexity.
- Use and recognise most of the OS map symbols.
- Continue to learn and use atlas symbols.

Fieldwork Skills:

Gather Information:

- Select appropriate methods for data collection such as interviews.
- Use a database to interrogate/amend information collected.
- Use graphs and other methods to display data collected.
- Evaluate the quality of evidence collected and suggest improvements.

Sketching:

- Evaluate their sketch against set criteria and improve it
- Use sketches as evidence in an investigation.
- Annotate sketches to describe and explain geographical processes and patterns.

Audio/Visual:

- Make a judgement about the best angle or viewpoint when taking an image or completing a sketch.
- Use photographic evidence in their investigations.
- Evaluate the usefulness of the images.

History: Class 5

CHRONOLOGY (Stone age to 1066)	Beyond 1066	LOCAL STUDY
• To include: • Stone age to Iron age • Romans • Anglo-Saxons • Vikings • Normans • (Greeks – Non-UK)	• An aspect of theme that takes pupils beyond 1066	• A local study linked to one of the periods of time studied under chronology; or • A local study that could extend beyond 1066
• **Know that our democracy is rooted in Ancient Greek culture** • **Know how myths and legends influence culture today - Nike** • **Know about the influence the gods had on Ancient Greece** • **Know some Ancient Egyptian myths and compare them to Greek myths.**	• **History of communication from ancient ways to modern** • **Suffragettes and their impact on life today** • **Slavery and the British Empire.**	• **Know about a period of history that has strong connections to their locality and understand the issues associated with the period.** • **In depth study of Enmore from 1066 to present day** • **(Year 5 /6 Residential to the Isle of Wight)** • **Local history of the IOW.** • **Famous events and people from the IOW who contributed to society – Charles I and Queen Victoria**

CIVILIZATIONS from 1000 years ago	HISTORICAL ENQUIRY SKILLS
• Choose one of: • Mayans • Islamic Civilizations • Benin Civilization	• Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
	• **Suffragettes. How and why they changed the political landscape of Britain.** • **To be able to pinpoint several inventions that have transformed the way in which society functions and how these have been build upon by successive generations.** • **Compare how the area around Enmore has changed over the centuries and what this means for people living there now.**

❑ Sticky Knowledge: Know that democracy is rooted in Ancient Greek culture and is a British Value, Name some historical figures and explain why they were divisive (E.g. Darwin, Charles I, George III), Know that Greek myths and legends still influence society today and give examples, Know that inventions have influenced society for good and bad; give examples of this and explain how they started, Know that Britain used to have an extensive empire; explain the positives and negative sides of this (slavery), Explain the impact of the Royal Family on today's society, Know what the Suffragettes stood for and explain what impact they had on British society.

Music: Class 5

Performing	Compose	Listen
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	*improvise and compose music for a range of purposes using the inter-related dimensions of music*	*listen with attention to detail and recall sounds with increasing aural memory*
• **maintain own part whilst others are performing their part** • **perform parts from memory** • **some to take the lead in a performance**	• **compose music which meets specific criteria** • **choose the most appropriate tempo for a piece of music** • **use a variety of different musical devices in composition (including melody, rhythms and chords).**	• **repeat a phrase from the music after listening intently.** • **accurately recall a part of the music listened to**
Use and understand	**Appreciate**	**History of music**
use and understand staff and other musical notations	*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians*	*develop an understanding of the history of music*
• **use music diary to record aspects of the composition process** • **analyse features within different pieces of music**	• **describe, compare and evaluate music using musical vocabulary** • **explain why they think music is successful or unsuccessful** • **evaluate how the venue, occasion and purpose affects the way a piece of music is created**	• **contrast the work of a famous composer with another and explain preferences** • **compare and contrast the impact that different composers from different times have had on people of that time such as modern composers e.g. John Cage**

Computing: Key Stage 2

Objectives can be taught through the use of the [NCCE Teach Computing Units of Work]

	Create programs	Develop programs	Reasoning	Networks	Sticky Knowledge
	Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	*Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output*	*Pupils should be taught to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs*	*Pupils should be taught to 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*	
Class 5	write a program that combines more than one attribute (Discovery education Coding L5/6) use technology to control an external device (Lego WeDo) Design and code a project that capture inputs from a physical device (Lego WeDo; micro:bits)	develop a sequenced program that has repetition and variables identified (Discovery Education Coding L5/6; Lego WeDo; Micro:bits)	design algorithms that use repetition and 2-way selection analyse and evaluate information reaching a conclusion that helps with future developments (Discovery Education Coding L5/6; Lego WeDo; Micro:bits)	Identify and explore how data is transferred and information is shared online	**Know how to program an external device with variables, repetition** **Be able to analyse for improvements**

	Search engines	Using programs	Safe use	Sticky Knowledge
	Pupils should be taught to use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	*Pupils should be taught to 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*	*Pupils should be taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact*	
Class 5	understand how search results are selected and ranked be aware that some search engines may provide misleading information Design and create webpages, giving consideration to copyright, aesthetics, and navigation (Google Sites)	present the data collected in a way that makes it easy for others to understand Plan, develop and evaluate 3D computer models of physical objects (Tinkercad) Website design (Google Sites) Answer questions by using spreadsheets to organise and calculate data (Google Sheets) Plan, capture and edit video to produce a short film (Microsoft Video Editor? OR iMovie) Y5 Create images in a drawing program by using layers and groups of objects (Google Drawings) Y5	Be increasingly aware of the potential dangers in using aspects of IT and know when to alert someone if feeling uncomfortable understand that they must make choices when using technology and that not everything is true and/or safe (National Online Safety)	Know the difference between misinformation and disinformation Knowing how to present information based on audience and topic. Know the dangers of online

Computing: Key Stage 2
Vocabulary

Class 5	Algorithm, coding, programming, cyberbullying, e-safety, debug, input device, network, output device, sequence, search engine, icon, download, emoji, email, username, password, attachment, data, graphs and charts, spreadsheet, online, permission, personal information, trusted adult, edit, film, social media, content Transition, share, code block, variable, position, design, embed, hyperlink, insert, copyright, bot, influencer, live stream, pop ups, sponsored, upload *Gif, hacked, reliable, loop, CAD, JPEG, stop-motion, data privacy, repetition, digital footprint, online reputation, scammers, report, privacy settings*

MFL: Class 5

Units of study	**French sport and the Olympics** (6 lessons) Pupils learn to conjugate the verb 'aller'- to go and which preposition to use to express going to a country. They learn sports vocabulary, how to express preferences and expand their knowledge of country names. They develop their cultural knowledge of Pétanque, the Tour de France and the Olympics and consolidate their learning by writing a magazine article about participating in the Olympic Games	**French football champions** (5 lessons) Pupils learn strategies which they can use in their future learning of other languages and subjects as well as developing their speaking and listening skills; asking and responding to questions and adapting written football player profiles	**Life at home** (5 lessons) Pupils learn how to describe a house, the different rooms and who lives there. They also learn about prepositions to explain where items are arranged in their bedrooms and consolidate the grammar and vocabulary they have learned by writing a letter to describe their family, home and bedroom	**Planning a holiday in France** (5 lessons) The children learn to use a combination of present and near future tenses, and become familiar with holiday related vocabulary around packing a suitcase and planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France	**A visit to a town in France** (5 lessons) In learning directionaland transport vocabulary and prepositional phrases, the children explore their journey to school and what places in town are worth a visit and why. They practise giving opinions and talk about a trip to France
Content	Speaking and Listening Literacy Talking and writing about sports, preferences and visiting countries Speaking and Listening Literacy Conjugating a verb and using prepositions Intercultural understanding Learning about particular sporting events in France and Olympic sports	Speaking and Listening Literacy Talking and writing about football and learningnew vocabulary Speaking and Listening Literacy Decipher a football profile and learn to write one Speaking and Listening Literacy Talking and writing about which country a person comes from Intercultural understanding Understanding about French football, players and teams	Speaking and Listening Literacy Describing rooms and objects in the house Speaking and Listening Literacy Describing the position of objects and room	Speaking and Listening Literacy Developing and using the vocabulary for planning atrip Speaking and Listening Literacy Justifying ideas and opinions orally and in writing	Speaking and Listening Literacy Intercultural understanding Comparing cities Speaking and Listening Literacy Giving directions
Skills	Literacy Learning new vocabulary and writing a magazine interview Speaking and Listening Engaging in conversations Intercultural understanding Developing awareness of cultural sporting events	Literacy Learning to spot cognates and develop strategies to work out what a word might mean and strategies for learning and recalling new words Literacy Leaning new vocabulary and writing a sports profile	Literacy Speaking and Listening Using prepositions Reading and understanding text Asking and answering questions Intercultural understanding	Literacy Speaking and Listening Responding to language from a variety of authentic sources Literacy Writing using a variety of grammatical structures	Speaking and Listening Finding ways of communicating what they want to say Literacy Communicating for practical purposes

			Corresponding with a French school		
Links	**PE History Geography**	**PE Geography**			

PSHE

Class 5	Topics	**PSHE: Class 5**	
	Myths and Legends/ Fascinating Forces/ Making New Materials (Bake it) **The Time Tunnel/ Existing Extinct Endangered** **They see the World Like This/ Isle of Wight /Growing Up (yr6)** **Making the News/ Go with the flow/ Christmas cookery** **Champions for Change/ Look Hear** **Making Things Go / Art- specialist unit/ Growing Up (yr6)**	PSHE/International	RHE
		• About traditions, celebrations and religious festivals which have been influenced by myths and legends • How the behaviour of individuals and groups can be influenced by the moral messages of myths, legends and other stories • How global brands use myths and legends to persuade people to buy their products • How stories from around the world are both the same and different • How myths and legends have affected large areas of the world • About the stories from the home countries of children in the class • How countries use natural forces as energy • How we can work together to meet our energy needs without harming our plane • Why bread has importance for people all over the world • Why there are food shortages in some parts of the world and how we can help • About global issues that affect us all • How artists can raise awareness of global issues • About photojournalism and its impact on the lives of well-known people • How an event/crisis is reported in the news • About current news from our host country and home countries • Individual responsibility • About energy use around the world • How the actions of some countries affect others See SCIENCE External human body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. **Mental wellbeing** • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • varied vocabulary of words to use when talking about their own and others' feelings • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	**Families and people who care for me** • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. **Caring friendships** • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. **Respectful relationships** the importance of respecting others, even when they are very different from them or make different choices or have different preferences or beliefs. the conventions of courtesy and manners the importance of self-respect and how this links to their own happiness. that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. what a stereotype is, and how they can be unfair, negative or destructive. the importance of permission-seeking and giving in relationships with friends, peers, adults **Being safe** that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

		• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough **Physical health and fitness** the characteristics and mental and physical benefits of an active lifestyle. the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. the risks associated with an inactive lifestyle (including obesity). how and when to seek support including which adults to speak to in school if they are worried about their health. **Healthy eating** what constitutes a healthy diet (including understanding calories and other nutritional content). the principles of planning and preparing a range of healthy meals. the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). **Drugs, alcohol and tobacco** the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. **Health and prevention** how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. the facts and science relating to allergies, immunisation and vaccination. **Basic first aid** how to make a clear and efficient call to emergency services if necessary. concepts of basic first-aid, for example dealing with common injuries, including head injuries. **Changing adolescent body** key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle. Year 6 will be given opportunity to ask questions, discuss concerns and watch a short video on puberty (see links to videos below). **Boys video:** https://www.youtube.com/watch?v=G57Suq7JpQE **Girls video:** https://www.youtube.com/watch?v=OR1XJZ0xRSo	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know what sorts of boundaries are appropriate in friendships with peers and others (including digital) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe how to ask for advice or help for themselves or others, and to keep trying until they are heard how to report concerns or abuse, and the vocabulary and confidence needed to do so. Puberty Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health

		British Values/International	Online Safety/Safeguarding
		Mutual Respect Law-abiding Individual liberty Good manners Love of animals Tolerance Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith **Internet safety and harms** that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.	**Online relationships** that people sometimes behave differently online, including by pretending to be someone they're not that the same principles apply to online relationships as to face-to- face relationships, including the importance of respect for others online including when we are anonymous. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met how information and data is shared and used online **Internet safety and harms** that for most people the internet is an integral part of life and has many benefits. about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. why social media, some computer games and online gaming, for example, are age restricted. that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. where and how to report concerns and get support with issues online.

Parents have the right to withdraw children from this content

Physical Education: Class 5

Games		Athletics	Gymnastics	Dance
Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending		*Use running, jumping, throwing and catching in isolation and in combination*	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	*perform dances using a range of movement patterns*
Class 5	• gain and keep possession by working a team and pass in different ways • choose a specific tactic for defending and attacking • consistently use skills with coordination, control and fluency • use a number of techniques to pass, dribble and shoot • agree and explain rules to others • work as a team and communicate a plan • lead others in a game situation when the need arises	• sustain pace over longer distances • perform relay changeovers • controlled when taking off and landing • throw with increasing accuracy using pushes, pulls and slings preparing for fielding events. • combine running and jumping • demonstrate stamina and increased strength • can use equipment safely and with good control	• select and combine their skills, techniques and ideas • plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions • combine action, balance and shape • explore and develop control using counter balance and counter tension • perform consistently to different audiences • combine own work with that of others • sequence to specific timings	• compose own dances in a creative way perform with confidence using a range of movement patterns • dance shows clarity, fluency, accuracy and consistency • can move to the beat accurately in dance sequences • develop sequences in a specific style

Outdoor Adventurous Activities		Swimming	Evaluation	Healthy Lifestyles
take part in outdoor and adventurous activity challenges both individually and within a team		*swim competently, confidently and proficiently over a distance of at least 25 metres*	*compare their performances with previous ones and demonstrate improvement to achieve their personal best*	*lead healthy, active lives*
Class 5	• use clues and a compass to navigate a route • change route to overcome a problem • use new information to change route • plan with others, taking into account safety and danger • plan strategies to solve problems and refine strategies when needed	• swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations.	• watch and describe performances accurately • learn from others how they can improve their skills • comment on tactics and techniques to help improve performances • make suggestions on how to improve their work, commenting on similarities and differences	• Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. • understand the need to warm up and cool down • understand how exercise can help support mental wellbeing. understand the importance of exercise and sport in social environments