Class 5 Curriculum

Syllabus Concepts	Origins and expression	Personal and collective	Place and time	Meaning and purpose	Ethics and values	Influence and power
REC Core statement	Nature/ formation/ expression (a)	Organised /individual (b)	Contexts (c)	Meaning and purpose (d)	Values, commitments and morality (e)	Influence and power (f)
Content	What is meant by worldview and how people's worldviews are formed and expressed through a complex mix of influences and experiences	How people's individual worldviews relate to wider, organised or institutional worldviews	How worldviews have contexts, reflecting time and place, are highly diverse, and feature continuity and change	How worldviews may offer responses to fundamental questions raised by human experience	How worldviews may provide guidance on how to live a good life	How worldviews influence, and are influenced by, people and societies

Religious Education: Class 5		
	Christianity	World Views
Class 5	**GOD UKS2** • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. • Show how Christians put their beliefs into practice in worship. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	**Worldviews KS2:** • understanding what is meant by the term 'worldview' • to recognise that 'no one stands nowhere' • To consider what and who influences their own worldview • to identify different types of worldview, including organised and personal • to identify different ways of knowing (disciplines) • to use the terminology theology, philosophy and social science correctly and to identify how they differ • to form a range of open and closed questions around a known celebration that support a social science approach to understanding • to understand the right in the UK for choice around personal belief as outlined in the UN Rights of a Child

	UKS2 Incarnation • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. **Salvation UKS2 (Unit 7)** • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. **People of God UKS2**	• To understand the need for respecting other people's worldviews and promoting this to others **What does it mean to live a good life?** • describe ways in which religious and non-religious people understand a 'good life' • make links between beliefs, texts / interpretations / stories and practices (believing, belonging and behaving) in relation to living a good life • explain the impact of living a good life for different people e.g. on the afterlife • conduct simple research into views about living a good life **JUDAISM/Hindu** • investigate and connect features of religions and beliefs, identifying some similarities and differences in people's lived experience • explain the impact of living a 'good life' on the wider community • make links between what they think and what other people think about living a good life, giving reasons for beliefs, attitudes and actions, including their own **What helps Muslims live a good life?** • describe and connect some key beliefs about Allah, worship practices and the pillars and explain how they help to shape a good life for Muslims • use key vocabulary accurately • refer to sources (e.g. Hadith, pillars) when explaining how or why Muslims try to live a good life • explain and make connections between Islam and other religions they have studied • describe the impact of living a 'good life' on individuals and / or the ummah (Muslim community) • give reasons why living a good life might be important to Muslims and how / why their own ideas might be similar / different • suggest how Muslims' beliefs might affect their decisions and the challenges this might present **What does it mean to be part of a synagogue community?** • describe the role of Jewish objects as part of worship and explain their links with Jewish beliefs • describe how the Torah is shown respect and explain some of the Mitzvot from it and what impact this has on the synagogue community. • identify what belonging to a synagogue community might mean for/to different people

	• Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses. **Creation/The Fall UKS2 2b.2** • Outline the importance of Creation on the timeline of the 'big story' of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account	• explain connections between forgiveness at Yom Kippur & celebrating a new year at Rosh Hashanah • link the Jewish value of Tzedek (Justice) (or other Jewish values) with what is important to the synagogue community • explain how different Jewish people show Chessed (loving kindness) and Gemilut Chasadim (doing good deeds) through engaging in Mitzvah Day or strive for Tikun Olam in their efforts to behave and act constructively and beneficially • Explore the impact of kindness/good deeds as an example to others compare Jewish beliefs, practices and values with their own, giving reasons for similarities or differences and describing how they might help shape Jewish identity **What helps Hindus to worship?** • explain some key beliefs / concepts in Hindu (Sanatan) Dharma using correct vocabulary • describe how these beliefs / concepts are expressed through objects, symbols, worship, practices, festivals and/or pilgrimage • recognise a variety of deities/avatars/manifestations of Brahman and the attributes that they represent • suggest some meanings from a story from Hindu (Sanatan) Dharma, and how different Hindus might interpret the story e.g. about good & evil / values / how to live • organise their ideas, making comparisons with learning from other religions • make comparisons between their own experiences of places of worship and the mandir, and what happens there • investigate and describe similarities and differences in people's lived experience within Hindu (Sanatan) Dharma and across religions / beliefs reflect on how worship, stories, festivals and/or practices of Hindu (Sanatan) Dharma relate to their own experiences or the human search for meaning in life **Is life a journey?** • explore, gather, select, and organise ideas about life's journey / pilgrimage / life and death, drawing on key texts / sources where appropriate • investigate and describe similarities and differences in lived experience of journeys through life within and between religions / beliefs, including their own, where appropriate • comment on connections between questions, beliefs, values, practices and ways of life, explaining their importance to different communities

		• describe the impact of beliefs and practices on different people's life journeys (e.g. on individuals, groups / communities and cultures, locally, nationally and globally) • explain how sources of inspiration / experiences make a difference to themselves and others on the journey of life • express their own journey of life, reflecting what may have influenced them **Who am I and where to I belong?** • suggest reasons why some words might be especially important to people, giving examples from their learning • make links between words, beliefs and actions for different people • identify the impact of words on people's actions, individually and as a community • investigate and connect aspects of religions and beliefs, identifying similarities and differences in the lived experiences of different people • recognise the importance of words & actions in building strong communities • reflect on the importance of role models in shaping someone's identity • compare words and actions that are important to them with words /actions that are important to others • give reasons for some of the views they have, relating to where their ideas come from

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.
Reflect on why specific tools and techniques have been used.
Use feedback to make amendments and improvements to art.

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.
Create printing blocks using a relief or impressed method.
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, printing blocks, 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.

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.

Development of Key Genres

Portrait Development

Refine use of different media to create portraits.
Sketching techniques used to refine shape and shading.
Create portraits in a style e.g. pop art, abstract.

Still Life Development

Develop a greater understanding of colour, symmetry, negative space and scale e.g. brighter colours, or areas of white draw the eye, filling the page with a small part of a complete object such as a flower.
Identify 3D shapes similar to those of the object and use as an aid.
Use overlapping, scale and shading to show depth and dimension.

Landscape Development

Develop 2 point perspective to create depth of objects within a landscape.



Develop greater control and skill when mixing colours to represent the observed colours in a landscape.
Use value changes to create depth.

Understand the rule of thirds. Develop an understanding of the foreground, mid ground and background.

Key artists	
Cycle 1 Nellie Marks Nakamara- Aboriginal art (Myths and Legends) Ancient Greekart- Range of artists from ancient Greece(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) 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

- *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.*

Human and Physical Geography

- *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.

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.

	Making Maps: • Draw plans of increasing complexity. • Use and recognise most of the OS map symbols. • Continue to learn and use atlas symbols.	**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**

Music Kapow Units Long Term Overview Two Year Program

Class 5 (Year 1)	**Composition and Notation (Egyptians) Yr 5**	**Music History Medieval (ME)**	**Baroque Yr 6**	**Blues Yr 5**	**Film Music Yr 6**	**Music History 20th Century (ME)**
Class 5 (Year 2)	**Dynamic Pitch and Tempo (Fingal's Cave) Yr 6**	**Music History Romantic (ME)**	**Songs of WW2 Yr 6**	**Composition & Performance Yr 6**	**Summer Production Theme and Variation (Pop Art) Yr 6**	**Summer Production Theme and Variation (Pop Art) Yr 6**

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 (Project Evolve)	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 learning new 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 a trip 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 Corresponding with a French school	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
Links	**PE History Geography**	**PE Geography**			

PSHE

Class 5	Topics	**PSHE: Class 5**	
		PSHE/International	RHE

	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)**	• 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. • 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.	**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. 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

		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	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

Online Safety			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.	∉ **See curriculum statements below:**

Objectives met through Project Evolve

Self-image and identity	Online reputation	Online relationships	Online bullying	Managing online information	Health, well-being and lifestyle	Privacy and security	Copyright and ownership
I can identify and critically evaluate online content relating to gender, race, religion, disability, culture and other groups, and explain why it is important to challenge and reject inappropriate	I can explain the ways in which anyone can develop a positive online reputation. I can explain strategies anyone can use to protect their	I can explain how sharing something online may have an impact either positively or negatively I can describe how to be kind and show respect for others online including the	I can describe how to capture bullying content as evidence (e.g screen-grab, URL, profile) to share with others who can help me.	I can explain how search engines work and how results are selected and ranked. I can explain how to use search technologies effectively. I can describe how some online information can be opinion and can offer examples.	I can describe common systems that regulate age-related content (e.g. PEGI, BBFC, parental warnings) and describe their purpose. I recognise and can discuss the	I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser). I can explain what to do if a password	I can demonstrate the use of search tools to find and access online content which can be reused by others.

representations online. I can describe issues online that could make anyone feel sad, worried, uncomfortable or frightened. I know and can give examples of how to get help, both on and offline. I can explain the importance of asking until I get the help needed.	'digital personality' and online reputation, including degrees of anonymity.	importance of respecting boundaries regarding what is shared about them online and how to support them if others do not. I can describe how things shared privately online can have unintended consequences for others. e.g. screen-grabs. I can explain that taking or sharing inappropriate images of someone (e.g. embarrassing images), even if they say it is okay, may have an impact for the sharer and others; and who can help if someone is worried about this.	I can explain how someone would report online bullying in different contexts.	I can explain how and why some people may present 'opinions' as 'facts'; why the popularity of an opinion or the personalities of those promoting it does not necessarily make it true, fair or perhaps even legal. I can define the terms 'influence', 'manipulation' and 'persuasion' and explain how someone might encounter these online (e.g. advertising and 'ad targeting' and targeting for fake news). I understand the concept of persuasive design and how it can be used to influences peoples' choices. I can demonstrate how to analyse and evaluate the validity of 'facts' and information and I can explain why using these strategies are important. I can explain how companies and news providers target people with online news stories they are more likely to engage with and how to recognise this. I can describe the difference between online misinformation and dis-information. I can explain why information that is on a large number of sites may still be inaccurate or untrue. I can	pressures that technology can place on someone and how / when they could manage this. I can recognise features of persuasive design and how they are used to keep users engaged (current and future use). I can assess and action different strategies to limit the impact of technology on health (e.g. night-shift mode, regular breaks, correct posture, sleep, diet and exercise).	is shared, lost or stolen. I can describe how and why people should keep their software and apps up to date, e.g. auto updates. I can describe simple ways to increase privacy on apps and services that provide privacy settings. I can describe ways in which some online content targets people to gain money or information illegally; I can describe strategies to help me identify such content (e.g. scams, phishing). I know that online services have terms and conditions that govern their use.	I can demonstrate how to make references to and acknowledge sources I have used from the internet.

				assess how this might happen (e.g. the sharing of misinformation or disinformation). I can identify, flag and report inappropriate content.			

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