

Class Curriculum Map – Year B (2024-25): Year 5 & 6

“Love your neighbour as yourself”
Luke 10:25-37

	Autumn Term	Spring Term	Summer Term		
Science	<p>WHAT DO WE KNOW ABOUT THE SUN, EARTH, MOON AND THE PLANETS?</p> <ul style="list-style-type: none"> Know about and explain the movement of the Earth and other planets relative to the Sun Know about and explain the movement of the Moon relative to the Earth Know and demonstrate how night and day are created Describe the Sun, Earth and Moon (using the term spherical) <p><i>Working Scientifically</i></p> <p>Research</p> <ul style="list-style-type: none"> Research the planets in our solar system, including the length of orbit <p>Pattern seeking</p>	<p>WHAT DO WE KNOW ABOUT THE LIFE CYCLES OF HUMANS AND VARIOUS ANIMALS?</p> <ul style="list-style-type: none"> 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 Create a timeline to indicate stages of growth in humans <p><i>Working Scientifically</i></p> <p>Research</p> <ul style="list-style-type: none"> Research changes in humans at different stages in our lives Research the life cycle of different animal groups <p>Grouping</p>	<p>HOW ARE LIVING THINGS GROUPED AND CLASSIFIED?</p> <ul style="list-style-type: none"> Be able to 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 based on specific characteristics Know about vertebrate and invertebrate animals Know who Carl Linnaeus was <p><i>Working Scientifically</i></p> <p>Observation over time</p> <ul style="list-style-type: none"> Conditions needed for bread to go mouldy <p>Research</p> <ul style="list-style-type: none"> Research the different types of micro-organisms 	<p>WHICH MATERIALS CAN OR CANNOT BE CHANGED BACK TO THEIR ORIGINAL FORM?</p> <ul style="list-style-type: none"> Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], 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 <p><i>Working Scientifically</i></p> <p>Fair testing</p> <ul style="list-style-type: none"> Factors that affect the speed a solute dissolves in water, e.g. temperature <p>Observation over time</p>	<p>HOW HAVE LIVING THINGS ON EARTH CHANGED OVER TIME?</p> <ul style="list-style-type: none"> 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 <p><i>Working Scientifically</i></p> <p>Research</p> <ul style="list-style-type: none"> Research Charles Darwin and his work <p>Pattern seeking</p> <ul style="list-style-type: none"> Compare skulls/body parts of animals as they have evolved

	<ul style="list-style-type: none"> • Dimensions associated with the Sun, Earth and Moon 	<ul style="list-style-type: none"> • Classify/group an animal based on its group and species <p>Pattern seeking</p> <ul style="list-style-type: none"> • Compare height with physical task 		<ul style="list-style-type: none"> • Observe over time the separation of a solute and solvent via evaporation <p>Grouping</p> <ul style="list-style-type: none"> • Classify/ group materials as either soluble or insoluble 	
	WORKING SCIENTIFICALLY				
	<ul style="list-style-type: none"> • plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • use test results to make predictions to set up further comparative and fair tests • report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identify scientific evidence that has been used to support or refute ideas or arguments 				
History	WHO WERE THE MAYA AND WHAT HAVE WE LEARNED FROM THEM?	WHEN AND WHY DID WE CREATE THE BRITISH EMPIRE?	WHAT ARE THE MAIN EVENTS THAT HAVE HAPPENED IN BRITAIN BETWEEN 1066 AND THE PRESENT DAY?		
	<ul style="list-style-type: none"> • Know about the impact that the Mayan civilisation has had on the world • Know why they are considered an advanced society relative to that period in Europe • Know what was happening in Britain when the Maya were at their most powerful • Know how different the Mayan and the Egyptian pyramids were • Know how the Mayan belief in Gods created a culture of sacrifice • Understand how the pok-ta- pok Mayan game could be described as the earliest football match • Understand why the Mayan civilisation died out 	<ul style="list-style-type: none"> • Know what we mean by the British Empire • Know many of the countries that were part of the British Empire • Know how the British Empire came into being • Know about the positive and negative associated with the British Empire 	<ul style="list-style-type: none"> • Know about themes in British history that extend beyond 1066 and explain why they were important to British history. • Know what is meant by a civil war • Know who Henry VIII was and why he is still significant today. • Know about Elizabeth I's link with the British Empire • Know why the Victorian period was a hugely influential time • Know how, even in their lifetime, significant events will happen that will be talked about for centuries 		
	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.				
Geography	HOW DO MAPS HELP US TO FIND OUR WAY AROUND?	WHAT ARE THE MAIN FEATURES OF SOUTH AMERICA?	WHAT DO WE KNOW ABOUT NORTH AMERICA, AND WHAT ARE ITS MAIN GEOGRAPHICAL FEATURES?		
	<ul style="list-style-type: none"> • Know why the south and north poles have long periods of light or dark according to the time of year and know how people living there adapt their lives accordingly • Know about time zones and work out differences • Know how to use an OS map • Know how to use Digimaps 	<ul style="list-style-type: none"> • Know the names of and locate some South American countries • Find out about Brazil's key features, including human and physical issues • Know about fruits and natural resources that South American countries have 	<ul style="list-style-type: none"> • Know the names of, and locate some North American countries • Know the key differences between living in the UK and a country in North America • Know why industry is important to the world • Know how the lives of children vary across the world 		

	<ul style="list-style-type: none"> • Know how to use Google Earth 	<ul style="list-style-type: none"> • Know what is meant by the term ‘street children’ • Know key physical and human characteristics of a chosen location in South America 	<ul style="list-style-type: none"> • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. 			
Religion and Worldviews (RE)	<p>HOW FAR WOULD A SIKH GO FOR HIS/HER RELIGION?</p> <p><i>SIKHISM</i></p> <p>Theme: Beliefs into Action</p> <ul style="list-style-type: none"> • To understand the definition of ‘commitment’ and how we can show it • To explore and describe the foundations of Sikhism • To understand and explain the 5 key beliefs of Sikhism • To understand how the langar and golden temple show how far a Sikh would go for their religion • To understand how a Sikh marriage shows how far a Sikh would go for their religion 	<p>WAS JESUS THE MESSIAH?</p> <p><i>CHRISTIANITY</i></p> <p>Concept: Incarnation</p> <ul style="list-style-type: none"> • To understand that Christians believe Jesus’ birth, life, death and resurrection were part of a longer plan by God. • To understand that Christians believe Jesus’ birth, life, death and resurrection were part of a longer plan by God to restore the relationship between God and Humans • To know that Christians believe that Jesus was prophesied • To understand that Christians believe that Jesus fulfilled these expectations and that he was the Messiah 	<p>ARE SIKH STORIES IMPORTANT TODAY?</p> <p><i>SIKHISM</i></p> <p>Theme: Beliefs and Morals</p> <ul style="list-style-type: none"> • To Understand how some stories can teach us a moral message. • To understand the importance of the Guru Granth Sahib in the Gurdwara • To respect and understand the importance of Sikh stories within Sikhism • To respect and understand the importance of Sikh stories and explain their meaning • To understand the importance of Sikh stories 	<p>WHAT DO CHRISTIAN’S BELIEVE JESUS DID TO SAVE HUMAN BEINGS?</p> <p><i>CHRISTIANITY</i></p> <p>Concept: Salvation</p> <ul style="list-style-type: none"> • To know that Christians believe that Jesus sacrifice on the cross was a way of paying for all the sins of Mankind • To know the outline of events of the crucifixion (Passion narrative) from John 19 • To make links with the Isaiah 53 passage with connections to John 19 • To know that Christians remember Jesus’ sacrifice 	<p>WHAT IS THE BEST WAY FOR A SIKH TO SHOW COMMITMENT TO GOD?</p> <p><i>SIKHISM</i></p> <p>Theme: Prayer and Worship</p> <ul style="list-style-type: none"> • To understand the meaning of Commitment and how it can be shown in many ways • To understand and evaluate how Sikhs show commitment through the 5Ks • To understand and evaluate how Sikhs show commitment through the Guru Granth Sahib and Gurdwara • To understand and evaluate how Sikhs show commitment through ‘Sewa’ • To compare and evaluate how the: 5Ks, The Guru Granth Sahib, The Gurdwara and The Sewa show a Sikh’s commitment to God 	<p>WHAT DOES IT MEAN IF GOD IS HOLY AND LOVING?</p> <p><i>CHRISTIANITY</i></p> <p>Concept: God</p> <ul style="list-style-type: none"> • To know that Christians believe God is omnipotent ,omniscient and eternal • To know that some people do not believe God exists and can say why • To know that there are different types of text in the Bible and can give examples of psalms, letters and prophecy • To know that Christians believe God is holy and loving but that he is also angered by sin and injustice and that not all Christians agree about what God is like but that all try and follow his teachings as they understand it • To know and give an example of how biblical ideas about holiness love or forgiveness have made a difference in the world

Personal, Social, Health and Economic education (PSHE)	<p>HOW CAN WE KEEP HEALTHY AS WE GROW?</p> <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill- health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support 	<p>HOW CAN FRIENDS COMMUNICATE SAFELY?</p> <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together • how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	<p>HOW CAN THE MEDIA INFLUENCE PEOPLE?</p> <ul style="list-style-type: none"> • how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue 	<p>HOW CAN DRUGS COMMON TO EVERYDAY LIFE AFFECT HEALTH?</p> <ul style="list-style-type: none"> • how drugs common to everyday life (including smoking/vaping, nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs 	<p>WHAT JOBS WOULD WE LIKE?</p> <ul style="list-style-type: none"> • that there is a broad range of different jobs and people often • have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older
---	---	---	--	--	--

			<ul style="list-style-type: none"> to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have 		
Computing	<p>HOW DO I MAKE AN INTERACTIVE GAME WITHIN SCRATCH?</p> <p>Coding with Scratch: Developing Games</p>	<p>HOW CAN I MAKE AND EDIT A FILM USING iMOVIE?</p> <p>Film-Making</p>	<p>WHAT IS A NETWORK AND HOW DO I NAVIGATE OURS EFFECTIVELY?</p> <p>Know Your Network</p>	<p>WHAT IS FLOWOL AND HOW DO I USE IT TO CONTROL A DEVICE?</p> <p>Controlling Devices: Flowol</p>	<p>HOW DOES A RADIO STATION WORK AND HOW DO WE BROADCAST?</p> <p>Radio Station</p>
	<p style="text-align: center;">Information Technology: Multimedia Text and Images</p> <ul style="list-style-type: none"> use the skills already developed to create content using unfamiliar technology select, use and combine the appropriate technology tools to create effect review and improve their own work and support others to improve their work save, retrieve and evaluate their work, making amendments insert a picture, text, graph or hyperlink from the Internet or personal file <p style="text-align: center;">Information Technology: Multimedia Sound and Motion</p> <ul style="list-style-type: none"> collect audio from a variety of resources including own recordings and Internet clips use a digital device to record sounds and present audio trim, arrange and edit audio levels to improve quality publish their animation and use a movie editing package to edit/refine and add titles <p style="text-align: center;">Information Technology: Handling Data</p> <ul style="list-style-type: none"> construct data on the most appropriate application know how to interpret data, including spotting inaccurate data and comparing data use keyboard shortcuts and functions to input data on spreadsheets and create formulas for spreadsheets add data to an existing database <p style="text-align: center;">Information Technology and Digital Literacy: Technology in Our Lives</p> <ul style="list-style-type: none"> search for information using appropriate websites and advanced search functions within Google use strategies to check the reliability of information (cross-check with another source such as books) talk about the way search results are selected and ranked check the reliability of a website, including the photos on site tell you about copyright and acknowledge the sources of information can understand and describe different computer networks, including the Internet and World Wide Web <p style="text-align: center;">Computer Science: Coding and Programming</p> <ul style="list-style-type: none"> use external triggers and infinite loops to demonstrate control follow a sequence of instructions, e.g. in a flowchart and modify a flowchart using symbols use conditional statements and edit variables decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program keep testing a program and recognise when it needs to be debugged 				

	<p style="text-align: center;">Digital Literacy: Online Safety</p> <ul style="list-style-type: none"> • protect their password and other personal information • be a good online citizen and friend • judge what sort of privacy settings might be relevant to reducing different risks • seek help from an adult when they see something that is unexpected or worrying • discuss scenarios involving online risk 		
<p style="text-align: center;">Art</p>	<p style="text-align: center;">HOW ARE SHADOWS AND REFLECTIONS CREATED IN DRAWING?</p> <p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> • Decide on which range of pencils to use for specific tasks • Show confidence in using perspective in their drawings • Know the impact that tone has on a piece of work 	<p style="text-align: center;">HOW DO YOU MIX COLOURS TO MATCH OBJECTS?</p> <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> • Understands how colour captures different moods in paintings • Understands how to use watercolours • Can use colour in their work to create different moods • Can use fine brush strokes to complement their work 	<p style="text-align: center;">HOW DO WE USE A RANGE OF MATERIALS TO CREATE SCULPTURE?</p> <p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> • Can explain that sculptures can be made from various materials and can recall materials used in previous years • Know a range of sculpting artists
<p style="text-align: center;">Design & Technology (DT)</p>	<p style="text-align: center;">HOW CAN WE PREPARE THE EQUIVALENT OF A SUNDAY LUNCH FOR A SMALL GROUP OF ADULTS?</p> <p>Designing</p> <ul style="list-style-type: none"> • Competently research what a Sunday lunch means to older people • Cost out ingredients and take this into account when designing the meal • Produce a detailed, step-by-step plan of how to prepare the meal <p>Making</p> <ul style="list-style-type: none"> • Confidently select appropriate utensils, pans, etc. and use them efficiently • Know how to use any utensil correctly and safely • Explain why a specific utensil is best for a specific action • Make modifications as they go along and explain their reasons <p>Evaluating</p> <ul style="list-style-type: none"> • Test and evaluate the lunch with specified guests where possible • Evaluate lunch against clear criteria • Evaluate their way of working, both during and at the end of the assignment • Record their evaluations using graphs <p>Food Technology</p> <ul style="list-style-type: none"> • 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 • Know how to prepare and cook a variety of predominantly savoury dishes safely and hygienically, including where appropriate, the use of a heat source • Know different food and drink contain different substances –nutrients, water and fibre –that are needed for health 		<p style="text-align: center;">HOW CAN WE CREATE A CAMOUFLAGED NOMADIC TENT THAT WOULD A SUITABLE FOR A DESERT?</p> <p>Designing</p> <ul style="list-style-type: none"> • When researching, be competent in discriminating as to what would be and would not be helpful for their intended product • Follow and refine original plans, justifying it in a convincing way • Draw detailed 3D designs using exploded diagrams or cross sectional drawing where appropriate to display finer details • Show that culture and society is considered in plans and design specification <p>Making</p> <ul style="list-style-type: none"> • Confidently select appropriate tools, materials, components and techniques and use them efficiently. • Explain why a specific tool is best for a specific action • Make modifications as they go along and explain their reasons • Construct products using permanent joining techniques • Use finishing techniques to strengthen and improve the appearance of their products using a range of equipment • Pin, sew and stitch materials together to create a product <p>Evaluating</p> <ul style="list-style-type: none"> • Test and evaluate designed products with specified audience where possible • Evaluate product against clear criteria • Evaluate their work both during and at the end of the assignment • Record their evaluations using drawing with labels <p>Technical Knowledge</p> <ul style="list-style-type: none"> • Use knowledge to improve a made product by strengthening, stiffening or reinforcing

						<ul style="list-style-type: none"> Use a range of sewing techniques to improve the product made
Music	<p>HOW DOES MUSIC BRING US TOGETHER?</p> <p>Music and Technology</p>	<p>HOW DOES MUSIC CONNECT US WITH OUR PAST?</p> <p>Sing and Play in Different Styles</p>	<p>HOW DOES MUSIC IMPROVE OUR WORLD?</p> <p>Creative Composition</p>	<p>HOW DOES MUSIC TEACH US ABOUT OUR COMMUNITY?</p> <p>Enjoying Musical Styles</p>	<p>HOW DOES MUSIC SHAPE OUR WAY OF LIFE?</p> <p>Improvising with Confidence</p>	<p>HOW DOES MUSIC CONNECT US WITH THE ENVIRONMENT?</p> <p>Battle of the Bands!</p>
	<p style="text-align: center;">Musicianship</p> <p>Understand and respond to music in various time signatures; find and keep a steady beat/pulse; listen and copy back complex rhythmic patterns; understand formal, written notation and equivalent rests; copy back complex melodic patterns; listen with attention to detail and recall sounds; use body percussion, instruments and voice confidently (Y6).</p> <p style="text-align: center;">Listening</p> <p>Talk about the emotions I feel when I listen to a piece of music; happily describe my opinion about the music I listen to; justify a personal opinion about the music I listen to (Y6); find the pulse, identifying the first beat of the bar; confidently recognise and explore a range of musical styles and traditions; accurately identify most instruments and describe their timbres; sing or clap memorable rhythmic/melodic phrases; confidently recognise the difference between major and minor tonalities; identify and describe the sounds of various contrasting vocal/instrumental styles.</p> <p style="text-align: center;">Singing</p> <p>Rehearse a song and learn it from memory; accurately sing a broad range of songs as part of a group or as a soloist; sing in unison and in up to three parts; demonstrate and maintain good posture and breath control when singing; lead a singing rehearsal; discuss in depth the style of the song and how it connects to the world and its relevant culture.</p> <p style="text-align: center;">Playing Instruments</p> <p>Rehearse and play a melody line with an understanding of notation and major/minor tonality; play and perform a melody on a tuned percussion instrument, melodic instrument and/or keyboard; rehearse and play securely with good levels of accuracy; follow musical directions; demonstrate excellent posture when playing an instrument; practise in a manner that will benefit individual improvement over time.</p> <p style="text-align: center;">Improvisation</p> <p>Improvise with increasing confidence; improvise over a simple chord progression, moving in steps and leaps; improvise using more complex rhythms, structured phrases and improved melodic shape; when improvising, have an understanding of the notes wanted with a broad range of dynamics; follow a steady beat, keeping in time with the pulse of the music.</p> <p style="text-align: center;">Composition</p> <p>Compose and perform an eight to 16-bar melodic phrase using a pentatonic scale; perform this melody on tuned percussion and/or melodic instruments; enhance a created melody with simple chord progressions; compose a ternary form piece; use music software/technology to compose; use a planned structure when composing, using a wide range of dynamics and tempos; use various composition tools to compose structured melodies of varying lengths.</p> <p style="text-align: center;">Rehearse and Perform</p> <p>Create, organise, rehearse and perform for an unknown audience; perform as part of a smaller group as well as within the whole class; perform as part of a mixed ensemble of acoustic instruments; perform from memory or visually, using notation; understand the significance of movement and performing space; lead part (or all) of a rehearsal/performance; record, evaluate and discuss individual performances using appropriate vocabulary.</p>					
Physical Education	<p>CRICKET</p> <ul style="list-style-type: none"> Physical: deep and close catching, underarm and overarm throwing, 	<p>FOOTBALL</p> <ul style="list-style-type: none"> Physical: run, dribble, pass, receive, track 	<p>DANCE</p> <ul style="list-style-type: none"> Physical: actions, dynamics, space, relationships 	<p>GYMNASTICS</p> <ul style="list-style-type: none"> Physical: symmetrical and asymmetrical balances, rotation jumps, 	<p>TAG RUGBY</p> <ul style="list-style-type: none"> Physical: throw, catch, run, change speed, change direction 	<p>ATHLETICS</p> <ul style="list-style-type: none"> Physical: pace, sprint, relay changeovers, jump

	<ul style="list-style-type: none"> overarm bowling, long and short barrier, batting Social: collaboration, communication, respect Emotional: honesty, perseverance, determination Thinking: observation, provide feedback, select and apply skills, tactics, assessing 	<ul style="list-style-type: none"> Social: communication, respect, co-operation Emotional: honesty, perseverance, independence, self regulation, determination Thinking: identify, creativity, make decisions, select and apply skills and tactics 	<ul style="list-style-type: none"> Social: collaboration, consideration and awareness of others, inclusion, respect, leadership Emotional: empathy, confidence, perseverance Thinking: creativity, observe and provide feedback, use feedback to improve, comprehension, select and apply skills 	<ul style="list-style-type: none"> straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand Social: work safely, support others, collaboration Emotional: confidence, perseverance, resilience, determination Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences 	<ul style="list-style-type: none"> Social: communication, support, collaboration, sporting behaviour Emotional: honesty, confidence, patience Thinking: make decisions, select and apply skills, comprehension, apply tactics, analysis 	<ul style="list-style-type: none"> for distance, push throw, pull throw Social: collaboration, negotiation, communication, supporting others Emotional: perseverance, confidence, concentration, determination Thinking: observing and providing feedback, selecting and applying, comprehension
In some terms we may take advantage of sport specialists/coaches in place our second unit (below)						
	<p style="text-align: center;">HANDBALL</p> <ul style="list-style-type: none"> Physical: throw, catch, run, dribble, shoot, change direction, change speed Social: communication, kindness, respect, collaboration Emotional: confidence, honesty and fair play, determination, perseverance Thinking: select and apply, decision making, problem solving, comprehension, reflection 	<p style="text-align: center;">NETBALL</p> <ul style="list-style-type: none"> Physical: throw, catch, run, jump, change direction, change speed, shoot Social: communication, collaboration, respect Emotional: honesty and fair play, pride, empathise, persevere Thinking: select and apply, decision making, comprehension 	<p style="text-align: center;">FITNESS</p> <ul style="list-style-type: none"> Physical: agility, balance, co-ordination, speed, stamina, strength Social: support and encourage others, collaboration Emotional: perseverance, determination Thinking: observation, analysis, comprehension 	<p style="text-align: center;">VOLLEYBALL</p> <ul style="list-style-type: none"> Physical: throw, catch, jump, set, dig, serve, rally Social: communication, respect, support and encourage others Emotional: perseverance, honesty, determination Thinking: using tactics, select and apply skills, identify strengths and areas for development, reflection 	<p style="text-align: center;">BADMINTON</p> <ul style="list-style-type: none"> Physical: underarm clear, overarm clear, serve, rally, run Social: collaboration, communication, respect, encouragement Emotional: perseverance, patience, honesty Thinking: use tactics and rules, make decisions, select and apply, identify areas of strength and areas for development, reflection 	<p style="text-align: center;">ROUNDERS</p> <ul style="list-style-type: none"> Physical: throw, catch, bowl, bat, field Social: communication, collaboration, respect, co-operation Emotional: honesty, self regulation, sportsmanship Thinking: select and apply skills, reflection, assess, tactics
MFL - French	ALL ABOUT OURSELVES		SCHOOL LIFE		FAMILY AND FRIENDS	
	<ul style="list-style-type: none"> name some parts of the body give a simple description of their eyes and hair name facial features extend a description using adjectives and conjunctions 		<ul style="list-style-type: none"> listen and respond to topic vocabulary answer questions orally using the topic vocabulary answer questions in writing using the topic vocabulary take part in a conversation with a partner and show it to an audience 		<ul style="list-style-type: none"> join in traditional songs and rhymes use 1st person possessive adjectives confidently and recognise that third person is different introduce family members respond appropriately to the meaning of songs/ rhymes 	

- make nouns/adjectives 'agree' according to their gender and number
- ask and answer questions about everyday actions in the classroom
- make questions and answers using the 3rd person
- say how they are feeling.

- use the pronouns 'il' and 'elle' to replace a person's name
- use a comparative adverb

- suggest other rhyming words to extend a set
- differentiate between first and third person possessive adjectives and verbs
- describe their home by size and say where items can be found
- give a variety of opinions
- join two clauses with 'et' or 'mais' appropriately