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*Yearly Overview*

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**Year 5**

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**Achieve Believe Care**

	Groovy Greeks	Let's go on a Journey	Under the Canopy
<b>Geography</b>	<p><b>How is the UK changing?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• name and locate counties and cities of the UK, 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</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the UK <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> </ul> </li> <li>• use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</li> <li>• 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</li> </ul>	<p><b>Can you come on a Great American Road Trip?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• enhance their locational and place knowledge</li> <li>• focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities</li> <li>• understand geographical similarities and differences through looking at regions in North and South America</li> <li>• begin to associate weather/climate with landscape and environment</li> <li>• use maps, atlases, globes and digital/ computer mapping</li> <li>• learn to use the eight points of a compass.</li> </ul>	<p><b>What is life like in the Amazon?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• extend their knowledge and understanding beyond their local area to include South America</li> <li>• develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge</li> <li>• locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• understand geographical similarities and differences through the study of human and physical geography of a region in South America</li> <li>• Describe and understand key aspects of physical and human geography</li> <li>• Use maps, atlases, globes and digital/ computing mapping to locate countries and describe features studied.</li> </ul>
<b>History</b>	<p><b>What did the Greeks do for us?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• develop the use of historical terms</li> <li>• address and devise historically valid questions</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• construct informed responses that involve</li> </ul>	<p><b>What makes people go on a journey?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• develop a chronologically secure knowledge and understanding of British and world history</li> <li>• establish clear narratives</li> <li>• address and devise historically valid questions about significance and cause and change</li> </ul>	<p><b>Why should we remember the Maya?</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• establish clear narratives within and across periods they study</li> <li>• regularly address historically valid questions about similarity and difference and significance</li> </ul>

	<p>thoughtful selection and organisation of relevant historical information</p> <ul style="list-style-type: none"> <li>• continue to develop a chronologically secure knowledge and understanding of world history</li> <li>• consistently answer and ask historically valid questions about similarity and difference.</li> </ul>	<ul style="list-style-type: none"> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time.</li> </ul>	<ul style="list-style-type: none"> <li>• construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>• understand how our knowledge of the past is constructed from a range of sources</li> <li>• note connections, contrasts and trends over time</li> <li>• develop the appropriate use of historical terms</li> <li>• address and devise historically valid questions about change, cause and significance.</li> </ul>
<b>Computing</b>	<p><b>We are game developers</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• create original artwork and sound for a game</li> <li>• design and create a computer program for a computer game, which uses sequence, selection, repetition and variables</li> <li>• detect and correct errors in their games</li> <li>• use iterative development techniques</li> </ul> <p><b>We are cryptographers</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• be familiar with semaphore and Morse code</li> <li>• understand the need for private information to be encrypted</li> <li>• encrypt and decrypt messages in simple ciphers</li> <li>• appreciate the need to use complex passwords and to keep them secure</li> <li>• have some understanding of how encryption works on the Internet.</li> </ul>	<p><b>We are architects</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• understand the work of architects, designers and engineers working in 3-D</li> <li>• develop familiarity with a simple CAD tool</li> <li>• develop spatial awareness by exploring and experimenting with a 3-D virtual environment</li> <li>• develop greater aesthetic awareness.</li> </ul> <p><b>We are web developers</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>• the name and function of components making up the school's network</li> <li>• how information is passed between the components that make up the Internet</li> <li>• what the source code for a web page looks like and how it can be edited</li> <li>• how a website can be structured</li> <li>• how to add content to a web page.</li> </ul>	<p><b>We are adventure gamers</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>• how to plan a non-linear presentation</li> <li>• to create text as part of a presentation</li> <li>• to add and edit images in a presentation</li> <li>• to use hyperlinks for navigation between the slides of a presentation</li> <li>• to record and add audio narration to a presentation</li> <li>• to use commenting tools to give feedback on a presentation.</li> </ul> <p><b>We are VR designers</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>• explore real-world and imagined locations in VR</li> <li>• create 360° photosphere images</li> <li>• link physical objects to digital content using QR codes</li> <li>• create their own VR scene</li> <li>• program objects and interactions in VR</li> </ul>
<b>Science</b>	<p><b>Out of this world</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p>	<p><b>Let's get moving</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p>	<p><b>Growing up and growing old</b> <i>Knowledge, skills and concepts</i></p> <p>In this unit, pupils will learn to:</p>

	<p>-Describe the movement of the Earth and other planets relative to the Sun in the Solar System</p> <p>-Describe the movement of the Moon relative to the Earth.</p> <p>-Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky</p> <p><b>Amazing changes</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>-Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>-Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>-Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p><b>Material world</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>-Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>-Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>-Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>-Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>Describe the changes as humans develop to old age.</p> <p><b>Circle of life</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>-Describe the life process of reproduction in some plants and animals.</p>
<p><b>Art</b></p>	<p><b>Drawing</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn about: the works of Bridget Riley and Paul Cadden</p> <p>In this unit, pupils will learn to:</p> <p>-Work in a sustained and independent way to create a detailed drawing.</p>	<p><b>Painting</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn about: the works of David Hockney</p> <p>In this unit, pupils will learn to:</p> <p>-Work in a sustained and independent way to develop their own style of painting. This style</p>	<p><b>Textiles</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-Design, plan and decorate a fabric piece.</p> <p>-Recognise different forms of textiles and express opinions on them.</p>

	<ul style="list-style-type: none"> <li>-Develop a key element of their work: line, tone, pattern, texture.</li> <li>-Use different techniques for different purposes i.e. shading, hatching within their own work.</li> <li>-Use sketchbooks to collect, record and plan for future works. Start to develop their own style using tonal contrast and mixed media.</li> <li>-Develop further simple perspective in using a single focal point and horizon. Begin to develop an awareness of composition, scale and proportion in their paintings.</li> <li>-Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</li> <li>-Develop close observation skills using a variety of view finders.</li> </ul>	<p>may be through the development of: colour, tone and shade.</p> <ul style="list-style-type: none"> <li>-Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</li> <li>-Mix colour, shades and tones with confidence building on previous knowledge.</li> <li>-Understanding which works well in their work and why.</li> <li>-Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material.</li> <li>-Adapt their work according to their views and describe how they might develop it further.</li> <li>-Annotate work in sketchbook</li> </ul>	<ul style="list-style-type: none"> <li>-Become confident in applying colour with printing, tie dye.</li> <li>-Create and use dyes on 'sample' pieces of fabric, record results of different tying techniques and make choices for end product.</li> <li>-Produce a final tie dye t-shirt.</li> </ul>
D.T.	<p><b>Cooking and nutrition</b></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>*Understand that food is grown, reared and caught in the UK, Europe and the wider world.</li> <li>*Understand that seasons may affect the food available.</li> <li>*Gain increased confidence in the skills peeling, chopping, slicing and grating, mixing, spreading, kneading and baking.</li> <li>*Present their product attractively and ensure that it is fit for purpose.</li> <li>* Prepare and cook a variety of predominantly savoury dishes safely and hygienically, with increased independence.</li> <li>* Describe how recipes can be adapted to change appearance, taste, texture, aroma.</li> <li>*Explain how there are different substances in food / drink needed in order to be healthy.</li> </ul>	<p><b>Designing, making and evaluating</b></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>*Use questionnaires for research and design ideas.</li> <li>*Research and develop their design criteria based on needs/wants of individuals/groups.</li> <li>*Come up with a range of ideas to meet their design criteria.</li> <li>*Take a user's view into account when designing.</li> <li>*Produce a detailed step-by-step plan.</li> <li>*Communicate their ideas through cross-sectional and/or exploded diagrams.</li> <li>*Suggest some alternative plans and say what the good points and drawbacks are about each.</li> <li>*Select and use a wide range of tools, equipment and materials precisely.</li> <li>*Explain how the product will appear to the intended audience.</li> <li>* Measure, cut, assemble and join independently.</li> </ul>	<p><b>Designing, making and evaluating</b></p> <p>In this unit, pupils will learn to:</p> <ul style="list-style-type: none"> <li>*Use questionnaires for research and design ideas.</li> <li>*Research and develop their design criteria based on needs/wants of individuals/groups.</li> <li>*Come up with a range of ideas to meet their design criteria.</li> <li>*Take a user's view into account when designing.</li> <li>*Produce a detailed step-by-step plan.</li> <li>*Communicate their ideas through cross-sectional and/or exploded diagrams.</li> <li>*Suggest some alternative plans and say what the good points and drawbacks are about each.</li> <li>*Select and use a wide range of tools, equipment and materials precisely.</li> <li>*Explain how the product will appear to the intended audience.</li> <li>* Measure, cut, assemble and join independently.</li> </ul>



		<p>*Understand how key events and individuals in design and technology have helped shape the world.</p> <p>* Investigate and analyse a range of existing products-consider: materials used to make; how they've been made. how well they've been made and if they're fit for purpose.</p> <p>*Test and evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Technical knowledge (electrical systems)</b></p> <p>In this unit, pupils will learn to:</p> <p>*To program a computer to control a product.</p> <p>*Program a computer to control product.</p> <p>*Program a computer to monitor changes in environment and control product.</p>	<p>*Understand how key events and individuals in design and technology have helped shape the world.</p> <p>* Investigate and analyse a range of existing products-consider: materials used to make; how they've been made. how well they've been made and if they're fit for purpose.</p> <p>*Test and evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p><b>Technical knowledge (structures)</b></p> <p>In this unit, pupils will learn to:</p> <p>*Select materials carefully, considering intended use of product and appearance.</p> <p>*Measure accurately enough to ensure precision.</p> <p>*Ensure product is strong and fit for purpose.</p> <p>*Reinforce and strengthen a 3D frame.</p>
R.E.	<p><b>How far would a Sikh go for his/her religion?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-compare the different ways Sikhs put their religion into practice.</p> <p><b>Is the Christmas story true?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p>	<p><b>Are Sikh stories important today?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-understand the relevance of Sikh stories today.</p> <p><b>Did God intend for Jesus to be crucified and if so did Jesus know this?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p><b>What is the best way for a Sikh to commit themselves to God?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p> <p><b>What is the best way for Christians to show commitment to God?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn to:</p> <p>-understand how Christians show their commitment to God and to evaluate if there is a best way.</p>
P.S.H.E.	<p><b>Health and Wellbeing</b></p> <p><b>What makes up our identity?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p>	<p><b>Health and Wellbeing</b></p> <p><b>How will we grow and change?</b></p> <p><u>Knowledge, skills and concepts</u></p> <p>In this unit, pupils will learn:</p>	<p><b>Health and Wellbeing</b></p> <p><b>How can drugs common to everyday life affect health?</b></p> <p><u>Knowledge, skills and concepts</u></p>

-how to recognise and respect similarities and differences between people and what they have in common with others

-that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)

-how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)

-about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others

-how to challenge stereotypes and assumptions about others

**Living in the wider world**

**What decisions can people make with money?**

Knowledge, skills and concepts

In this unit, pupils will learn:

-how people make decisions about spending and saving money and what influences them

-how to keep track of money so people know how much they have to spend or save

-how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans)

-how to recognise what makes something 'value for money' and what this means to them

-that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

-about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing.

-how puberty can affect emotions and feelings

-how personal hygiene routines change during puberty

-how to ask for advice and support about growing and changing and puberty

**Relationships**

**How can friends communicate safely?**

Knowledge, skills and concepts

In this unit, pupils will learn:

-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

In this unit, pupils will learn:

-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

**Living in the wider world**

**What jobs would we like?**

Knowledge, skills and concepts

In this unit, pupils will learn:

-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

			<p>some may be voluntary (unpaid)</p> <ul style="list-style-type: none"> <li>-about the skills, attributes, qualifications and training needed for different jobs</li> <li>-that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>-how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>-how to question and challenge stereotypes about the types of jobs people can do</li> <li>-how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions</li> </ul>
<p>P.E.</p>	<p><b>Gym Sequences</b>  <u>Knowledge, skills and concepts</u>  In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>- to identify and practise body shapes and balances.</li> <li>- to identify and practise symmetrical and asymmetrical body shapes.</li> <li>- to use and refine the following skills: flexibility, strength, balance, power and mental focus.</li> <li>-to develop skills for movement, including rolling, bridging and dynamic movement.</li> <li>- to perform movements in canon and in unison.</li> <li>- to perform and evaluate own and others' sequences.</li> </ul> <p><b>Step to the beat</b>  <u>Knowledge, skills and concepts</u>  In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>- to understand the importance of a warm-up.</li> <li>-to develop co-ordination and balance.</li> <li>- to develop co-ordination, balance and timing.</li> <li>-to improve general fitness levels.</li> </ul>	<p><b>Dynamic Dance</b>  <u>Knowledge, skills and concepts</u>  In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>- to identify and practise the patterns and actions of the Bollywood dance style.</li> <li>- to demonstrate an awareness of the music's rhythm and phrasing when improvising.</li> <li>-to create partnered dances that reflect the Bollywood dancing style and apply the key components of dance.</li> <li>- to create group dances that reflect the Bollywood dance style.</li> <li>- to perform a Bollywood dance using a range of movement patterns.</li> <li>-to perform and evaluate own and others' work.</li> </ul> <p><b>Mighty Movers</b>  <u>Knowledge, skills and concepts</u>  In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>- to perform a boxercise routine demonstrating good technique.</li> </ul>	<p><b>Striking and Fielding</b>  <u>Knowledge, skills and concepts</u>  In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>- to develop skills in batting and fielding.</li> <li>-to choose fielding techniques.</li> <li>-to run between the wickets.</li> <li>-to run, throw and catch.</li> <li>-to develop a safe and effective overarm throw.</li> <li>- to learn batting control.</li> <li>-to use all the skills learned by playing in a mini tournament.</li> </ul> <p><b>Gymfit Circuits</b>  <u>Knowledge, skills and concepts</u>  In this unit, pupils will learn:</p> <ul style="list-style-type: none"> <li>- to understand why fitness is good for health and wellbeing.</li> <li>- to develop consistency in technique.</li> <li>-to develop personal fitness in an obstacle-style circuit.</li> </ul> <p><b>Young Olympians</b></p>



- to understand the benefits of improving muscle tone in the abdominals and legs.
- to learn new strength-based moves.
- to develop understanding of the value of this type of exercise.
- to construct own moves from knowledge gained in the previous lessons.
- to perform a sequence of steps in time with the music.
- to understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).

### **Invaders**

#### Knowledge, skills and concepts

In this unit, pupils will learn:

- to demonstrate basic passing and receiving skills using a netball.
- to develop an understanding and knowledge of the basic footwork rule of netball.
- to use good hand/eye co-ordination to pass and receive a ball successfully.
- to develop skills in the range of passes – chest pass, overhead pass, bounce pass and to understand which pass to use depending on the distance the ball needs to travel.
- to understand the importance of ‘getting free’ in order to receive a pass.
- to understand how to make space by moving away and coming back and by dodging.
- to be able to demonstrate a range of defending skills and understand how to mark an opponent.
- to understand how to intercept a pass.
- to learn how to shoot.
- to understand the different positions in a netball team (five-a-side).
- to recognise which positions are attacking and which are defending.

### **Boot Camp**

- Understand how to prepare the body for exercise.

- to understand the principles of dynamic stretching.
- to improve fitness by raising the heart rate and strengthening the legs and arms.
- to create and apply compositional ideas to the sequence.
- to perform actions and moves fluently to music in order to improve personal fitness.
- to learn how boxercise moves can be adapted and used in a different format.

### **Nimble Nets**

#### Knowledge, skills and concepts

In this unit, pupils will learn:

- to identify and apply techniques for hitting a tennis ball.
- to develop the techniques for ground strokes and volleys.
- to develop a backhand technique and use it in a game.
- to practise techniques for all strokes.
- to use the scoring system and court for singles tennis.
- to play a tennis game using an overhead serve and the correct selections of shots.
- to understand and use doubles scoring in a tennis game.

### **Cool Core (Pilates)**

#### Knowledge, skills and concepts

In this unit, pupils will learn:

- to identify techniques to improve balance and core strength.
- to improve co-ordination.

#### Knowledge, skills and concepts

In this unit, pupils will learn:

- to use correct technique to run at speed.
- to develop the ability to run for distance.
- to throw with accuracy and power.
- to identify and apply techniques of relay running.
- to explore different footwork patterns.
- to understand which technique is most effective when jumping for distance.
- how to use skills to improve the distance of a pull throw.
- to demonstrate good techniques in a competitive situation.

### **Fitness Frenzy**

#### Knowledge, skills and concepts

In this unit, pupils will learn:

- to complete a circuit that includes a range of activities.
- to learn how boxercise moves can be adapted and used in a different format.
- to perform a sequence of steps in time with the music.
- to understand the benefits of improving muscle tone and aerobic fitness (strength and stamina).
- to understand why fitness is good for health and wellbeing.
- to identify techniques to improve balance and core strength.
- to improve co-ordination.
- to perform a sequence of moves at each station within a circuit with increased accuracy.

	<ul style="list-style-type: none"> <li>- Understand what fitness means.</li> <li>- To complete a range of circuit-based activities and understand the reason for doing them.</li> <li>- To understand what happens to the heart rate during exercise.</li> <li>-To complete a circuit that includes activities practised previously with balance and co-ordination.</li> </ul>					
<b>French</b>	<p><b>Les planets (The planets)</b> <i>Knowledge, skills and concepts</i> In this unit, pupils will learn:</p> <p>Dans le sac, il y a .. Et Aussi Mais Il est bon/ mauvaise Elle est bonne/ mauvaise pour la sante Ils sont bons/ mauvais Elle sont bonnes/mauvaises (The Earth The Moon Near Far Near the sun Far from the Sun A (proper) noun An adjective Because If Quite, fairly very)</p> <p><b>Bon appetite, bonne sante (Healthy eating)</b> <i>Knowledge, skills and concepts</i> In this unit, pupils will learn:</p> <p>Dans le sac, il y a .. Et Aussi Mais Il est bon/ mauvaise Elle est bonne/ mauvaise pour la sante Ils sont bons/ mauvais Elle sont bonnes/mauvaises (In the bag, there is... And Also But It is good/bad (m) It is good for your health (f) They are good/bad (m. pl) They are good/ bad (f. pl)</p>		<p><b>Je suis le musicien (I am the music man)</b> <i>Knowledge, skills and concepts</i> In this unit, pupils will learn:</p> <p>Tu joues...? Je joues du saxophone/piano/ violon Je joue de la guitare/ clarinette/ batterie Je ne joue pas de/d' Il/Elle joue C'est genial! C'est nul! (Do you play ... I play the saxophone/ piano/ violin I play the guitar/clarinet/drums I don't play He/ she plays It's brilliant It's rubbish)</p> <p><b>Le retour du printemps (The return of spring)</b> <i>Knowledge, skills and concepts</i> In this unit, pupils will learn:</p> <p>Au printemps En ete/automne/hiver Clair Sombre Heureux Triste Viens/ Reste (chez moi) Les couleurs sont ... La fille Trop tres (In the spring In the summer/autumn/ winter Bright/light Dark Happy Sad Come/Stay (with me) The colours are... The girl Too very)</p>		<p><b>En route pour l'école (On the way to school)</b> <i>Knowledge, skills and concepts</i> In this unit, pupils will learn:</p> <p>Quand je vais a l'école, ... Je passe devant... Je traverse la rue Je tourne Je vais... Cinq minutes plus tard finalement Il est une heure et demie, deux heures et demie, etc Je vais a l'école a huit heures et demie A droite A gauche Tout droit Je ne comprend pas Repetes, s'il vous plait. (When I go to school, ... I pass in front of... I cross the road I turn I go Five minutes later Finally It's half past one it's half past two I go to school at half past eight To/on the right To/on the left Straight ahead I don't understand Repeat, please)</p>	
<b>Music</b>	<p><b>Living' On a Prayer (Rock)</b> Unit theme- Rock Anthems</p>	<p><b>Classroom Jazz 1 (Bossa Nova and Swing)</b> Unit theme- Jazz and Improvisation</p>	<p><b>Make You Feel My Love (Pop Ballads)</b> Unit theme- Pop Ballads</p>	<p><b>The Fresh Prince of Bel-Air (Old-School Hip-Hop)</b> Unit theme- Old School Hip-Hop</p>	<p><b>Dancing in the Street (Motown)</b> Unit theme- Motown</p>	<p><b>Reflect, Rewind &amp; Replay (Classical)</b> Unit theme- The history of music, look back and consolidate your learning, learn some of the language of music</p>
<p><u>Knowledge, skills and concepts</u> In these units children will learn:</p>			<p><b>Playing Instruments</b> -different ways of writing music down – e.g. staff notation, symbols</p>			

	<p><b>Listen and appraise</b></p> <ul style="list-style-type: none"> <li>-five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>-the style of the five songs and to name other songs from the Units in those styles.</li> <li>-to choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> <li>▪ Some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>▪ The lyrics: what the songs are about</li> <li>▪ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>▪ Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>o Name some of the instruments they heard in the songs</li> <li>▪ The historical context of the songs. What else was going on at this time?</li> </ul> </li> </ul> <p><b>Games</b></p> <ul style="list-style-type: none"> <li>-how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>-how to keep the internal pulse</li> <li>-about musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>-to confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>-to choose a song and be able to talk about: <ul style="list-style-type: none"> <li>▪ Its main features</li> <li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>▪ To know what the song is about and the meaning of the lyrics</li> <li>▪ To know and explain the importance of warming up your voice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-the notes C, D, E, F, G, A, B + C on the treble stave</li> <li>-the instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>-that improvisation is making up your own tunes on the spot</li> <li>-that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>-that using one or two notes confidently is better than using five</li> <li>-that if you improvise using the notes you are given, you cannot make a mistake</li> <li>-that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>-facts about three well-known improvising musicians</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-that a composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>-that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>-that notation: recognise the connection between sound and symbol</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>-that performing is sharing music with other people, an audience</li> <li>-that performance doesn't have to be a drama! It can be to one person or to each other</li> <li>-everything that will be performed must be planned and learned</li> <li>-you must sing or rap the words clearly and play with confidence</li> <li>-a performance can be a special occasion and involve an audience including of people you don't know</li> <li>-it is planned and different for each occasion</li> <li>-a performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
Trips	Liverpool Beatles Story	Gurdwara

<b>Texts used</b>	'Who Let the Gods Out' by Maz Evans	'The Boy at the Back of the Class' by Onjali Q. Rauf	'The Explorer' by Katherine Rundell
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