

Long Term Plan Overview for Year 5

	Autumn Term		Spring Term		Summer Term	
	Dangerous Earth		Time to Work	Groovy Greeks	In the Zone	Smashing Saxons
Visits			Greater Manchester Police Museum Keighley Star Centre Saltaire (Mini-bus PBL)			Temple Newsam (Dunstan's Hall)
English	Fiction: Traditional stories, fables, myths and legends. (4 weeks) Texts: <i>Theseus and the Minotaur & Pandora's Box</i> Non-Fiction: Recounts (4-5 weeks)	Fiction: Novels and stories by significant children's authors (Michael Morpurgo) (4 weeks) Texts: <i>Kensuke's Kingdom</i> Non-Fiction: Instructions (3 weeks)	Fiction: Stories from Other Countries (3 weeks) Texts: <i>Lion Hunt</i> Poetry: Poetic Style (2 weeks) Texts: <i>The Magic Box</i> <i>Pie Corbett poems</i>	Fiction: Older Literature (3 weeks) Texts: <i>The Secret Garden</i> Poetry: Classic/narrative Poems (2 weeks) Texts: <i>The Highwayman</i>	Fiction: Film Narrative (3 weeks) Texts: <i>Short films to support; Dangle, Opening to Up, The Piano.</i> Non-Fiction: Persuasive Texts (5/6 weeks)	Fiction: Extended Narrative Unit (4 weeks) Texts: <i>The Boy in the Girl's Bathroom</i> Poetry: Choral and performance Texts: <i>Charge of the Light Brigade</i>
Maths	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan
ICT	Game Developers	Cracking Codes	Fusing Geography & Art	Web Developers	Bloggers	Creating a Visual Space
Science	Materials	Forces	Earth & Space		Animals	Lights
Projects	<ul style="list-style-type: none"> Paper Mache volcanoes 		<ul style="list-style-type: none"> Positive Kidz Trip to Saltaire (Mini- 	<ul style="list-style-type: none"> Greek Pottery Greek Olympics 	<ul style="list-style-type: none"> Diorama Food from different 	<ul style="list-style-type: none"> Anglo Saxon Hut Stop Motion Film

	<ul style="list-style-type: none"> • Earthquake resistant structures • Mount Fiji art • How will your beast open it's mouth? (Nuffield) 		Bus)		cultures	
Discreet Subjects	PE – Dance & Swimming RE – Places of Worship Music – Cyclic Patters PSHCE - New Beginnings French – La Jolie Ronde Scheme	PE – Net & Wall Games (Tennis) & Swimming RE – Places of Worship Music – Exploring rounds PSHCE – Getting on and falling out French – La Jolie Ronde Scheme	PE – Gymnastics & Swimming RE – Sacred Writings Music – Exploring sounds and source PSHCE – Going for goals French – La Jolie Ronde Scheme	PE – Striking & Fielding & Swimming RE – Sacred Writings Music – Exploring lyrics and melody PSHCE – Good to be me French – La Jolie Ronde Scheme	PE – Athletics & Swimming RE – Special People Music – Performing together PSHCE – Community French – La Jolie Ronde Scheme	PE – Netball & Swimming RE – Special People Music – Exploring music processes PSHCE – Changes French – La Jolie Ronde Scheme

Project Based Learning Overview for Year 5

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Dangerous Earth		Time to Work!	Groovy Greeks	In the Zone	Smashing Saxons
Projects	<ul style="list-style-type: none"> • Paper Mache volcanoes • Earthquake resistant structures • Mount Fiji art • How will your beast open it's mouth? (Nuffield) 		<ul style="list-style-type: none"> • Positive Kidz • Trip to Saltaire (Mini-Bus) 	<ul style="list-style-type: none"> • Greek Pottery • Greek Olympics 	<ul style="list-style-type: none"> • Diorama • Food from different cultures 	<ul style="list-style-type: none"> • Anglo Saxon Hut • Stop Motion Film
Trips			Keighley Star Centre (linked to Science)			Temple Newsam (Dunstan's Hall)

Long Term Plan Overview for Year 6

	Autumn Term		Spring Term		Summer Term	
	Survival of the Fittest		Vicious Vikings		One World	Peaks and Troughs
Visits	Blackhills Campsite Year 6 Residential					Year 6 Celebration Trip
English	<p>Poetry: The Power of Imagery (2 weeks) Texts: <i>City Jungle by Pie Corbett</i></p> <p>Non-Fiction: Biographies and Autobiographies (3 weeks)</p>	<p>Fiction: Fiction genres (4-5 weeks) Texts: Short! Short films: <i>Alma (Lit Shed)</i></p> <p>Poetry: Finding a voice (1 week) Texts: <i>Poems by Pie Corbett</i></p>	<p>Non-Fiction: (Persuasion leading into) Arguments (3 weeks)</p> <p>Fiction: Short stories with flashbacks (3 weeks) Texts: <i>Pie Corbett Texts</i> Short films: <i>Up</i> <i>The Piano</i></p>	<p>Non-fiction: Journalistic writing (3 weeks) Texts: <i>Tuesday (David Wiesner)</i></p> <p>Fiction: Extending Narratives (2 weeks) Texts: <i>Barrowquest – chapters from 'The Awakening'</i></p>	<p>Non-Fiction: Formal/impersonal writing (2 weeks)</p> <p>SPAG Revision (2-3 weeks)</p>	<p>Fiction: Extended Narrative Unit (4 weeks) Texts: <i>Midnight Fox</i></p> <p>Fiction: Authors and texts Texts: Using extracts from Michael Morpurgo texts from Year 5 (novels used in this unit must already be familiar to children) <i>Kensuke's Kingdom</i> <i>The Butterfly Lion</i> <i>The Dancing Bear</i> <i>My Father is a Polar Bear</i> by Michael Morpurgo</p>
Mathematics	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan	See Long Term Plan
ICT	Mobile App Creators	Project Managers	Market Researchers	Interface Designers	Mobile App Developers	Marketers
Science	Evolution and Inheritance		Living Things and their Habitats	Animals including Humans	Light	Electricity
Projects			<ul style="list-style-type: none"> Viking feast (using Mini-Bus to buy ingredients) 	<ul style="list-style-type: none"> Cooking from around 	<ul style="list-style-type: none"> Should your 	

	<ul style="list-style-type: none"> • How could a carrier make the job easier? (Nuffield) • Orienteering (outdoor learning/school field) • Bear Grylls Style video • Year 6 Residential 		<p>from supermarket)</p> <ul style="list-style-type: none"> • Viking God portrait • Viking shields • Viking long boat (cardboard) 		<p>the world</p> <ul style="list-style-type: none"> • Refugees debate – individual liberty 	<p>creature be fierce or friendly? (Nuffield)</p> <ul style="list-style-type: none"> • Year 6 Production
Discreet Subjects	<p>PE – Frisbee RE – Initiation Rites Music – Exploring step dance performance PSHCE - New Beginnings French – La Jolie Ronde Scheme</p>	<p>PE – Attacking & Defending (Football) RE – Initiation Rites Music – Exploring song cycles PSHCE - New Beginnings French – La Jolie Ronde Scheme</p>	<p>PE – Gymnastics RE – Pilgrimages Music – Exploring street dance PSHCE - New Beginnings French – La Jolie Ronde Scheme</p>	<p>PE – Dance (linked to Vikings) RE – Pilgrimages Music – Exploring mini-musical performance PSHCE - New Beginnings French – La Jolie Ronde Scheme</p>	<p>PE – Striking & Fielding (Cricket) RE – Signs & Symbols Music – Exploring performance PSHCE - New Beginnings French – La Jolie Ronde Scheme</p>	<p>PE – Athletics RE – Signs & Symbols Music – Exploring performance PSHCE - New Beginnings French – La Jolie Ronde Scheme</p>

Project Based Learning Overview for Year 6

Year 6	Autumn 1 & 2	Spring 1 & 2	Summer 1	Summer 2
Topics	Survival of the fittest	Vicious Vikings	One World	Peaks and Troughs
Projects	<ul style="list-style-type: none"> • How could a carrier make the job easier? (Nuffield) • Orienteering (outdoor learning/school field) • Bear Grylls Style video • Year 6 Residential 	<ul style="list-style-type: none"> • Viking feast (using Mini-Bus to buy ingredients from supermarket) • Viking God portrait • Viking shields • Viking long boat (cardboard) 	<ul style="list-style-type: none"> • Cooking from around the world • Refugees debate – individual liberty 	<ul style="list-style-type: none"> • Should your creature be fierce or friendly? (Nuffield) • Year 6 Production
Trips	Blackhills Campsite Year 6 Residential			Year 6 Celebration Trip

Subjects	Year 5	Year 6
	<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ identifying scientific evidence that has been used to support or refute ideas or arguments. 	
<p>Science</p>	<p>Term - 1.1 (Materials)</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. ▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. ▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through 	<p>Term - 1.1 & 1.2 (Evolution and inheritance)</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to

	<p>filtering, sieving and evaporating.</p> <ul style="list-style-type: none"> ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. ▪ demonstrate that dissolving, mixing and changes of state are reversible change. ▪ 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>evolution.</p> <p>Building on what they learned about fossils in the topic on rocks in year 3, pupils should find out more about how living things on earth have changed over time. They should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. They should also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p>Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</p> <p>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>
	<p>Term – 1.2 (Forces)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	
	<p>Term – 2.1 and 2.2 (Earth and Space)</p> <p><i>Pupils should be taught to:</i></p>	<p>Term – 2.1 (Living things and their habitats)</p> <p><i>Pupils should be taught to:</i></p>

	<ul style="list-style-type: none"> ▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system ▪ describe the movement of the Moon relative to the Earth ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> ▪ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals ▪ give reasons for classifying plants and animals based on specific characteristics. <p>Pupils should build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They should be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They should discuss reasons why living things are placed in one group and not another.</p> <p>Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> <p>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p> <p>Term – 2.2 (Animals and including humans)</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels
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		<p>and blood</p> <ul style="list-style-type: none"> ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans. <p>Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</p> <p>Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>
	<p>Term - 3.1 (Animals)</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • describe the changes as humans develop to old age. 	<p>Term - 3.1 (Light)</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ recognise that light appears to travel in straight lines ▪ use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye ▪ explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes ▪ use the idea that light travels in straight lines to explain why

		<p>shadows have the same shape as the objects that cast them.</p> <p>Pupils should build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They should talk about what happens and make predictions.</p> <p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>
	<p>Term – 3.2 (Living things and their habitats)</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. ▪ describe the life process of reproduction in some plants and animals. 	<p>Term – 3.2 (Electricity)</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches ▪ use recognised symbols when representing a simple circuit in a diagram. <p>Building on their work in year 4, pupils should construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They should learn how to</p>

		<p>represent a simple circuit in a diagram using recognised symbols.</p> <p>Note: Pupils are expected to learn only about series circuits, not parallel circuits. Pupils should be taught to take the necessary precautions for working safely with electricity.</p> <p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>
<p>Geography</p>	<p>Term - 1.1 and 1.2 (Dangerous Earth)</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • 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. • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • describe and understand key aspects of physical geography, including volcanoes. 	<p>Term - 1.1 and 1.2 (Survival of the Fittest)</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ 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 ▪ 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) <p>Place knowledge</p> <ul style="list-style-type: none"> ▪ 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, biomes and vegetation belts, rivers,

		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ 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 Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record
	<p>Term - 2.1 (Time to Work!)</p> <ul style="list-style-type: none"> • describe and understand key aspects of physical geography 	<p>Term - 2.1 and 2.2 (Vicious Vikings)</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	<p>Term - 2.2 (Groovy Greeks)</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	
	<p>Term - 3.1 (Feeling the Pressure)</p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Term - 3.1 (One World)</p> <ul style="list-style-type: none"> ▪ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities.

	<ul style="list-style-type: none"> ▪ describe and understand key aspects of physical geography, including: climate zones. ▪ 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). 	<ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	<p>Term – 3.2 (Smashing Saxons)</p> <ul style="list-style-type: none"> • locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, and major cities. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Term – 3.2 (Peaks and Troughs)</p> <p>Location Knowledge</p> <ul style="list-style-type: none"> ▪ name and locate counties and cities of the United Kingdom, (coasts and rivers), and land-use patterns ▪ talk about the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ▪ 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 Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ▪ use fieldwork to observe, measure, record

History	Term - 1.1 and 1.2 (Dangerous Earth)	Term 1.1 and 1.2 (Survival of the Fittest)
	Term – 2.1 (Time to Work) <ul style="list-style-type: none"> • a local history study • a significant turning point in British history • a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality 	Term – 2.1 and 2.2 (Vicious Vikings) <ul style="list-style-type: none"> • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Edward the Confessor and his death in 1066
	Term – 2.2 (Groovy Greeks) <ul style="list-style-type: none"> • Ancient Greece – a study of Greek life and achievements and their influence on the western world. • The legacy of Greek culture (art, architecture or literature) on later periods in British history, including the present day. 	
	Term - 3.1 (In the Zone)	Term 3.1 (One World) <i>This could include...</i> <ul style="list-style-type: none"> • a local history study
	Term – 3.2 (Smashing Saxons)	Term 3.2 (Peaks and Troughs)

	<p><i>This could include...</i></p> <ul style="list-style-type: none"> ▪ Britain's settlement by Anglo-Saxons and Scots. ▪ Scots invasions from Ireland to north Britain (now Scotland). ▪ Anglo-Saxon invasions, settlements and kingdoms: place names and village life. ▪ Anglo-Saxon art and culture. 	
<p>DT & Art</p>	<p>Term - 1.1 and 1.2 (Dangerous Earth)</p> <ul style="list-style-type: none"> ▪ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ▪ 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. ▪ About great artists, architects and designers in history ▪ Understand how key events and individuals in design and technology have helped shape the world. ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ▪ Understand and use mechanical systems in their products for example gears, pulleys, cams, levers and 	<p>Term - 1.1 and 1.2 (Survival of the fittest)</p> <ul style="list-style-type: none"> ▪ 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. ▪ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic properties. ▪ 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.

	<p>linkages</p> <ul style="list-style-type: none"> ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. 	
	<p>Term – 2.1 (Time to Work)</p> <ul style="list-style-type: none"> ▪ to create sketch books to record their observations and use them to review and revisit ideas. ▪ Learn about great artists in history. 	<p>Term – 2.1 and 2.2 (Vicious Vikings)</p> <ul style="list-style-type: none"> ▪ Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. ▪ Understand and apply the principles of a healthy and varied diet.
	<p>Term – 2.2 (Groovy Greeks)</p> <ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. 	<ul style="list-style-type: none"> ▪ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay). ▪ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ▪ 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. ▪ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
	<p>Term - 3.1 (In the Zone)</p>	<p>Term - 3.1 (One world)</p>

	<ul style="list-style-type: none"> • Understand seasonality and know where and how a range of ingredients are grown, reared, caught and processed. 	<ul style="list-style-type: none"> ▪ Understand seasonality and know where and how a range of ingredients are grown, reared, caught and processed.
	<p>Term – 3.2 (Smashing Saxons)</p> <ul style="list-style-type: none"> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer aided design. 	<p>Term – 3.2 (Peaks and Troughs)</p> <ul style="list-style-type: none"> ▪ 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. ▪ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic properties. ▪ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. ▪ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
<p>PE</p>	<p>Term - 1.1</p> <p>Dance</p> <ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. ▪ perform dances using a range of movement patterns. ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal 	<p>Term - 1.1</p> <p>Frisbee</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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

	<p>best.</p> <p>Swimming</p> <ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	<p>Term – 1.2</p> <p>Net/Wall Games (Tennis)</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination. ▪ 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. ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a 	<p>Term – 1.2</p> <p>Attacking and Defending – Football</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	<p>distance of at least 25 metres</p> <ul style="list-style-type: none"> ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situations. 	
	<p>Term – 2.1</p> <p>Gymnastics</p> <ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> • 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. 	<p>Term – 2.1</p> <p>Gymnastics</p> <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • perform dances using a range of movement patterns • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
	<p>Term – 2.2</p> <p>Striking and Fielding</p>	<p>Term – 2.2</p> <p>Dance – Linked to topic Vicious Vikings</p> <ul style="list-style-type: none"> • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	<ul style="list-style-type: none"> ▪ 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. ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
	<p>Term - 3.1</p> <p>Athletics</p> <ul style="list-style-type: none"> ▪ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. ▪ take part in outdoor and adventurous activity challenges both individually and within a team. ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Term - 3.1</p> <p>Striking and fielding – Cricket</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and

	<p>Swimming</p> <ul style="list-style-type: none"> ▪ 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. 	<p>demonstrate improvement to achieve their personal best.</p>
	<p>Term – 3.2</p> <p>Netball</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination. ▪ 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. ▪ compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>Swimming</p> <ul style="list-style-type: none"> • 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. 	<p>Term – 3.2</p> <p>Athletics</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best. • take part in outdoor and adventurous activity challenges both individually and within a team • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
<p>ICT</p>	<p>Esafety- Running throughout</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information. Identify where to go for help and support when 	

	they have concerns about content or contact on the internet or other online technologies.	
	Refer to separate ICT LTP	
Music	Refer to 'Music Express' for Unit Objectives	
	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> ▪ 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 ▪ 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. 	
French	Refer to La Jolie Ronde Objectives	
RE Religions covered: Christianity, Islam and Sikhism	Term – 1.1 & 1.2	Term – 1.1 & 1.2
	Places of worship (<i>Christianity, Islam, and Sikhism</i>)	Initiation rites (<i>Christianity, Islam, and Sikhism</i>)
	Term – 2.1 & 2.2	Term 2.1 & 2.2
	Sacred writings (<i>Christianity, Islam, and Sikhism</i>)	Pilgrimage (<i>Christianity, Islam, and Sikhism</i>)
	Term – 3.1 & 3.2	Term- 3.1 & 3.2
	Special People (<i>Christianity, Islam, and Sikhism</i>)	Signs and Symbols (<i>Christianity, Islam, and Sikhism</i>)

