



# Glen Hills Primary School

## Overview of Year 5 2025/2026

Dear Parents,

This is the Year 5 Plan 2025/2026. It provides an overview of topics and information we will be planning to cover throughout each term and therefore provides you with the opportunity to work on some topics with your child that they will be looking at.

This plan is however only skeletal and not necessarily every aspect will be covered but it does provide a guide for parents and pupils. We are currently working on updating our website with a list of web-links that you and your child may find useful and this should be ready soon.

Many thanks for your continued support,

Mrs R Wesley  
Head Teacher

AUTUMN	SPRING	SUMMER
<b>HISTORY</b> <b>Tudors</b> (civilisation, trade, empire, monarchy) - When did the Tudors rule England? (Key dates) - Why was the Battle of Bosworth important? - Why is the Battle of Bosworth significant to our local area? - Who was John Cabot and why was he significant? - How are Tudor times different to now? What has changed? A local history study- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.  - Identify and give reasons for, and the result of, historical events, situations and changes. - Understand that one event may lead to many other events. - To understand how these people/events have affected and developed Britain today. - To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.	<b>HISTORY</b> <b>Ancient Greece</b> (civilisation, trade, settlement, empire, monarchy, religion) A study of Greek life and achievements and their influence on the western world.  - Identify and give reasons for, and the result of, historical events, situations and changes. - Understand that one event may lead to many other events. - To understand how these people/events have affected and developed Britain today. - To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.  <u><b>Ancient Greeks</b></u> - When did the Ancient Greeks Rule? (Key dates and compare to other historical periods) - What did the Ancient Greeks achieve? - How did the Ancient Greeks influence the western world?	<b>HISTORY</b> <b>Ancient Maya</b> (civilisation, trade, settlement, empire, monarchy) A non-European society that contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.  - Identify and give reasons for, and the result of, historical events, situations and changes. - Understand that one event may lead to many other events.  <u><b>Maya Civilisation</b></u> - When was the Maya era? - Why was the Mayan Civilization so significant? - How does the Mayan Civilization compare with the Tudor era? - What are the similarities and differences between the Tudors and Mayan life?

<b>Cause and consequences lens</b>	<b>Cause and consequences lens</b>	<b>Cause and consequences lens</b>
<b>AUTUMN</b> <b>GEOGRAPHY</b> <u><b>-Rivers in the UK</b></u> <b>World similarities and differences</b> <ul style="list-style-type: none"> <li>- Local and National Rivers</li> <li>- Journey of a River</li> <li>- Land Features – valleys</li> <li>- Land Features – Waterfalls</li> <li>- Google Map adventure around UK rivers. Locate countries of the World on a map.</li> <li>- Locate counties and cities of the United Kingdom.</li> <li>- Identify the position and significance of latitude, longitude, N &amp; S Hemispheres.</li> <li>- Discuss human and physical similarities and differences between the UK and a region in North America.</li> <li>- Understand land use patterns and how they have changed over time.</li> <li>- Describe and understand key aspects of the water cycle.</li> <li>- Describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water.</li> <li>- Use globes, atlases and maps to locate countries, counties and cities.</li> <li>- Use the eight points of a compass, four-figure grid references on a map, symbols and keys.</li> <li>- Use fieldwork to observe, measure, record and present the human and physical features in the local area using sketching, maps, plans, graphs or digital technologies.</li> </ul>	<b>SPRING</b> <b>GEOGRAPHY</b> <u><b>Alaska (North America)</b></u> <u><b>Similarities and differences</b></u> <ul style="list-style-type: none"> <li>- Alaska in the World</li> <li>- Alaskan Climate</li> <li>- Alaskan Landscape</li> <li>- Alaskan Vegetation and Animals</li> <li>- Alaska – v – UK - Locate the world's countries, focusing on European countries.</li> <li>- Understand land use patterns and how they have changed over time.</li> <li>- Identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere.</li> <li>- Understand similarities and differences between the United Kingdom and a region in a European country.</li> <li>- Describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water.</li> </ul>	<b>SUMMER</b> <b>GEOGRAPHY</b> <u><b>Trade</b></u> <u><b>Similarities and differences</b></u> <ul style="list-style-type: none"> <li>-What is trade?</li> <li>-What is globalisation</li> <li>-How has trade changed over time?</li> <li>-What does import and export mean?</li> <li>-What is fair trade?</li> <li>-What is the impact of fair trade?</li> <li>-Why do we have fair trade?</li> <li>-Understanding the global supply chain</li> <li>-Look at links between El Salvador and the UK.</li> <li>-Who are the UK's main trade links?</li> <li>-How does climate affect the produce countries import and export?</li> <li>- Use globes, atlases and maps to locate countries, counties and cities.</li> <li>-Describe how trade is transported.</li> </ul>
<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>

<p><b>ENGLISH</b> <b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read Theory</li> <li>• Whole Class Reading</li> <li>• Kensuke's Kingdom</li> <li>• Holes</li> <li>• Battle of Bosworth</li> <li>• Henry VIII</li> <li>• Renga poetry</li> </ul> <p><b><u>Genre.</u></b></p> <ul style="list-style-type: none"> <li>• Recounts</li> <li>• Non chronological reports</li> <li>• Instructional texts</li> <li>• Significant authors</li> <li>• Oral Presentations</li> </ul> <p><b><u>In addition:</u></b> Develop speaking and listening skills through drama, debate and presentations. This will follow the programme of study within the speaking and listening documents.</p>	<p><b>ENGLISH</b> <b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read Theory</li> <li>• Whole Class Reading</li> <li>• Eye of the Wolf</li> <li>• Wolf's Head</li> <li>• The Zoo</li> <li>• King Midas</li> <li>• Theseus and the Minotaur</li> </ul> <p><b><u>Genre.</u></b></p> <ul style="list-style-type: none"> <li>• Stories from other cultures</li> <li>• Poetry</li> <li>• Myths and Legends</li> <li>• Traditional tales</li> <li>• Descriptions</li> </ul> <p><b><u>In addition:</u></b> Develop understanding and interest in reading through a reading journal-explore different genres.</p>	<p><b>ENGLISH</b> <b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Read Theory</li> <li>• Whole Class Reading</li> <li>• Skellig</li> <li>• The Charge of the Light Brigade</li> <li>• The Tale of the Three Brothers</li> <li>• Piano</li> <li>• Alma</li> </ul> <p><b><u>Genre.</u></b></p> <ul style="list-style-type: none"> <li>• Instructional texts</li> <li>• Film Narrative</li> <li>• Dialogue</li> <li>• Explanations</li> <li>• Older fiction</li> <li>• Poetry</li> <li>• Performance poetry</li> </ul> <p><b><u>In addition:</u></b> Improve the quality of writing through reading and demonstration. Maintain demand for high quality writing and develop vocabulary to improve spelling and presentational skills.</p>
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AUTUMN	SPRING	SUMMER
<p><b>MATHS</b> <i>In accordance with guidance given in Symphony On-Track sheets.</i></p> <p><b><u>Number</u></b></p> <ul style="list-style-type: none"> <li>• Reading, writing ordering numbers</li> <li>• Negative numbers</li> <li>• Decimals</li> <li>• Mixed and Improper Fractions</li> <li>• Percentages</li> <li>• Rounding</li> </ul> <p><b><u>Reasoning (+ and -)</u></b></p> <ul style="list-style-type: none"> <li>• Adding/ subtracting mentally</li> <li>• Add/ subtract multi-step problems</li> <li>• Add/ subtract fractions</li> </ul> <p><b><u>Reasoning (x and ÷)</u></b></p> <ul style="list-style-type: none"> <li>• Factors, multiple and primes</li> <li>• 4digit by 1 digit multiplication</li> <li>• 4digit by 2 digit multiplication</li> <li>• Long multiplication without remainders</li> <li>• Solving x and ÷ problems</li> <li>• complete, read and interpret information in tables</li> <li>• multiply proper fractions and mixed numbers by whole numbers</li> </ul>	<p><i>Topics to be repeated, reinforced and extended.</i></p> <p>White Rose Scheme adapted</p>	<p><i>Topics to be repeated. Focus on mastery.</i></p> <p>White Rose Scheme Adapted</p>

<ul style="list-style-type: none"> <li>• Short division using bus stop method</li> <li>• Long division method</li> </ul> <p><b><u>Reasoning (Geometry)</u></b></p> <ul style="list-style-type: none"> <li>• Draw and measure angles</li> <li>• Distinguish between regular and irregular polygons</li> <li>• Calculate the perimeter of rectangular shapes</li> <li>• Calculate the area of rectangular shapes</li> </ul> <p>White Rose</p>		
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AUTUMN	SPRING	SUMMER
<p><b>SCIENCE</b> <b><u>Light.</u></b></p> <ul style="list-style-type: none"> <li>• Light</li> <li>• Light sources</li> <li>• How we see</li> <li>• Shadows</li> <li>• How light travels</li> <li>• Reflecting light.</li> </ul> <p><b><u>Earth in Space</u></b></p> <ul style="list-style-type: none"> <li>• Earth, Moon and Sun</li> <li>• The Solar System – the planets</li> <li>• The Seasons, Day and Night, Phases of the Moon</li> </ul>	<p><b>SCIENCE</b> <b><u>Materials</u></b></p> <ul style="list-style-type: none"> <li>• Properties of Solids, Liquids and Gases</li> <li>• Particle behaviour</li> <li>• Changes - irreversible/reversible</li> <li>• Mixing solids and liquids</li> <li>• Dissolving, rates of dissolving</li> <li>• Filters</li> <li>• Making/ separating solutions</li> <li>• The Water Cycle</li> </ul>	<p><b>SCIENCE</b> <b><u>Health Education.</u></b></p> <ul style="list-style-type: none"> <li>• Food groups</li> <li>• Balanced diet</li> <li>• Circulatory System</li> <li>• Transport with animals (including humans)</li> <li>• Impact of diet, exercise, drugs and lifestyle on our bodies</li> <li>• Describe changes as humans develop through puberty</li> </ul>

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<p><b>Computing</b> <b>E-safety Units-</b> <b><u>Online Relationships:</u></b></p> <ul style="list-style-type: none"> <li>• I can explain how someone can get help if they are having problems and identify when to tell a trusted adult.</li> <li>• I can demonstrate how to support others (including those who are having difficulties online).</li> </ul> <p><b><u>Self-Image and Identity</u></b></p> <ul style="list-style-type: none"> <li>• I can explain how identity online can be copied, modified or altered.</li> <li>• I can demonstrate how to make responsible choices about having an online identity, depending on context.</li> </ul> <p><b>Computer Systems and Networks – Sharing Information</b></p>	<p><b>Computing</b> <b>E-safety Units-</b> <b><u>Managing Online Information</u></b></p> <ul style="list-style-type: none"> <li>• Describe how fake news may affect someone's emotions and behaviour and explain why this may be harmful.</li> <li>• Explain what is meant by a 'hoax'.</li> <li>• I can explain why someone would need to think carefully before they share.</li> </ul> <p><b><u>Online Bullying</u></b></p> <ul style="list-style-type: none"> <li>• Recognise online bullying can be different to bullying in the physical world and can describe some of those differences.</li> <li>• Describe how what one person perceives as playful joking and teasing (including 'banter') might be</li> </ul>	<p><b>Computing</b> <b>E-safety Units-</b> <b><u>Privacy and Security</u></b></p> <ul style="list-style-type: none"> <li>• Explain what a strong password is and demonstrate how to create one.</li> </ul> <p><b><u>Online Bullying</u></b></p> <ul style="list-style-type: none"> <li>• Explain how anyone can get help if they are being bullied online</li> <li>• Identify when to tell a trusted adult.</li> </ul> <p><b>Creating Media – Vector Drawing</b></p> <ul style="list-style-type: none"> <li>• Create vector drawings.</li> <li>• Learn how to use different drawing tools to help them create images.</li> <li>• Recognise that images in vector drawings are created using shapes</li> </ul>

<ul style="list-style-type: none"> <li>• Develop their understanding of computer systems and how information is transferred between systems and devices.</li> <li>• Consider small-scale systems as well as large-scale systems.</li> <li>• Explain the input, output, and process aspects of a variety of different real-world systems.</li> <li>• Discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines.</li> </ul> <p><b>Creating Media – Video Editing</b></p> <ul style="list-style-type: none"> <li>• Learn how to create short videos by working in pairs or groups.</li> <li>• Topic-based language and develop the skills of capturing, editing, and manipulating video.</li> <li>• Guided with step-by-step support to take their idea from conception to completion.</li> <li>• Reflect on and assess their progress in creating a video.</li> </ul>	<p>experienced by others as bullying.</p> <p><b>Data and Information – Flat-file Databases</b></p> <ul style="list-style-type: none"> <li>• Look at how a flat-file database can be used to organise data in records.</li> <li>• Use tools within a database to order and answer questions about data.</li> <li>• Create graphs and charts from their data to help solve problems.</li> <li>• Use a real-life database to answer a question and present their work to others.</li> </ul>	<p>and lines, and each individual element in the drawing is called an object.</p> <ul style="list-style-type: none"> <li>• Layer objects and begin grouping and duplicating them to support the creation of more complex pieces of work.</li> </ul> <p><b>Programming B – Selection in Quizzes</b></p> <ul style="list-style-type: none"> <li>• Develop knowledge of ‘selection’ by revisiting how ‘conditions’ can be used in programming, and then learning how the ‘if... then... else...’ structure can be used to select different outcomes depending on whether a condition is ‘true’ or ‘false’.</li> <li>• Represent this understanding in algorithms, and then by constructing programs in the Scratch programming environment.</li> <li>• Learn how to write programs that ask questions and use selection to control the outcomes based on the answers given.</li> <li>• Design a quiz in response to a given task and implement it as a program.</li> <li>• Evaluate their program by identifying how it meets the requirements of the task, the ways they have improved it, and further ways it could be improved.</li> </ul>
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AUTUMN	SPRING	SUMMER
<p><b>D&amp;T</b> <b><u>Cooking</u></b> Cook a savoury dish and design its packaging to sell to customers.</p> <p><b><u>Design</u></b> - Carry out research to identify the needs, wants &amp; preferences of individuals &amp; groups. - Create annotated sketches and cross-sectional drawings. - Develop a simple design specification to guide</p>	<p><b>D&amp;T</b> <b><u>Quilling</u></b> Design and make an Easter card.</p> <p><b><u>Design</u></b> - Carry out research to identify the needs, wants &amp; preferences of individuals &amp; groups. - Create annotated sketches and cross-sectional drawings. - Develop a simple design specification to guide thinking &amp; recognise when products</p>	<p><b>D&amp;T</b> <b><u>Mechanisms/Control</u></b> Design and make a magical story book with moving parts.</p> <p><b><u>Design:</u></b> - Carry out research to identify the needs, wants &amp; preferences of individuals &amp; groups. - Create annotated sketches and cross-sectional drawings. - Develop a simple design specification to guide my</p>

thinking & recognise when products have to fulfil conflicting requirements.

- Make design decisions, taking account of constraints such as time, resources & cost.

#### Make

- Explain choice of tools & equipment in relation to techniques being used, & explain choice of materials according to functional & aesthetic qualities.
- Produce lists of what is needed & formulate step-by-step plans.
- Accurately measure, mark, cut, shape, join & combine materials.
- Produce detailed lists of what is needed and step-by-step plans.
- Measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps.
- Show resourcefulness when tackling problems.

#### Evaluate

- Consider the views of others to improve work.
- Critically evaluate the design, make & fitness for purpose.
- Compare work to the design specification.
- Investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.
- Adapt the design as necessary and refer to this in evaluations, comparing product to the design brief & stating how it could be improved further.
- Investigate & analyse the impact that products have beyond their intended purpose.

#### Cooking and Nutrition:

- Know that seasons affect food availability.

have to fulfil conflicting requirements.

- Make design decisions, taking account of constraints such as time, resources & cost.

#### Make

- Explain choice of tools & equipment in relation to techniques being used, & explain choice of materials according to functional & aesthetic qualities.
- Produce lists of what is needed & formulate step-by-step plans.
- Accurately measure, mark, cut, shape, join & combine materials.
- Produce detailed lists of what is needed and step-by-step plans.
- Measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps.
- Show resourcefulness when tackling problems.

#### Evaluate

- Consider the views of others to improve work.
- Critically evaluate the design, make & fitness for purpose.
- Compare work to the design specification.
- Investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.
- Adapt the design as necessary and refer to this in evaluations, comparing product to the design brief & stating how it could be improved further.
- Investigate & analyse the impact that products have beyond their intended purpose.

#### Technical Knowledge:

- How 3D textile products can be made from a combination shapes.

thinking & recognize when my products have to fulfil conflicting requirements.

- Use computer-aided design.
- Make design decisions, taking account of constraints such as time, resources & cost.

#### Make:

- Explain choice of tools & equipment in relation to techniques being used, & explain choice of materials according to functional & aesthetic qualities.
- Produce lists of what is needed & formulate step-by-step plans.
- Accurately measure, mark, cut, shape, join & combine materials.
- Produce detailed lists of what is needed and step-by-step plans.
- Measure, mark, cut, shape, assemble, combine & finish materials & components accurately using techniques that involve several steps.
- Show resourcefulness when tackling problems.

#### Evaluate:

- Consider the views of others to improve work.
- Critically evaluate the design, make & fitness for purpose.
- Compare work to the design specification.
- Investigate methods of construction, how much products cost to make, how innovative they are, & how sustainable product materials are.
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- Investigate & analyse the impact that products have beyond their intended purpose.

#### Technical Knowledge:

<ul style="list-style-type: none"> <li>- Can prepare &amp; cook savoury dishes safely &amp; hygienically.</li> <li>- Know that recipes can be adapted to change the appearance, taste, texture &amp; aroma of a dish.</li> <li>- Know how food is processed into forms that can be eaten or used in cooking.</li> <li>- Know that different foods contain different substances that are needed for health.</li> <li>- Design, prepare &amp; cook savoury dishes.</li> <li>- Use a range of food preparation techniques.</li> </ul>		<ul style="list-style-type: none"> <li>- How pulleys, gears &amp; cams work.</li> <li>- How electrical circuits can create functional products.</li> <li>- How to program a computer to control products I have made.</li> </ul>
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AUTUMN	SPRING	SUMMER
<b>MUSIC – AFRICAN DRUMMING – Djembe</b> (A goblet shaped drum played using hands originally from the Mali empire in West Africa)		
<p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>-How to hold the instrument properly</li> <li>-Correct sitting posture</li> <li>-Learn basic sounds on the Djembe</li> <li>-Have knowledge of the following:               <ul style="list-style-type: none"> <li>• Pulse</li> <li>• Dynamics</li> <li>• Tempo</li> <li>• Pitch</li> </ul> </li> <li>-Use graphic notation to support understanding of rhythms and songs</li> <li>-Develop basic understanding of singing technique &amp; posture</li> <li>-Use words and phrases to learn and embed rhythms</li> </ul> <p><b>Improvising &amp; Composing:</b></p> <ul style="list-style-type: none"> <li>-Able to compose short rhythmic phrases over a four beat count</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Listen to and watch traditional West African Djembe and related instruments</li> <li>-Find the pulse whilst listening to different</li> </ul>	<p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>- Improved distinction between bass and tone sounds on the Djembe drum</li> <li>- Improving technique and increasing confidence in singing</li> <li>- Improving confidence in performing, understanding of ensemble roles and ability to respond to stimuli to progress in musical arrangements</li> </ul> <p><b>Improvising &amp; Composing:</b></p> <ul style="list-style-type: none"> <li>- Begin to play more stylistically appropriate phrases within the context of the piece</li> <li>- Some pupils may begin to improvise/compose rhythms over 8 beats</li> </ul> <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>- Be able to use more musical language when describing music they are listening to</li> <li>- Identify and describe the emotional qualities of music they are listening to</li> <li>- Being able to talk about the context and purpose of the music they are listening to</li> </ul>	<p><b>Performing:</b></p> <ul style="list-style-type: none"> <li>- Most children will be able to apply the appropriate swing to suit the style of music they are playing</li> <li>- Most children will have a more refined and efficient technique using their wrists (especially tones and slaps)</li> <li>- Most children will play with increasing confidence whilst following a set tempo and musically appropriate dynamics</li> <li>- Some children can lead an accompaniment within the whole group</li> </ul> <p><b>Improvising &amp; Composing:</b></p> <ul style="list-style-type: none"> <li>- Some groups may start to compose short pieces using a given stimuli</li> <li>- Some groups will start to compose short pieces/rhythms following a basic musical structure (A, B, A, thematic etc)</li> <li>- Some groups will incorporate the inter-related dimensions of music in to short improvised/composed pieces</li> </ul>

styles/instrumentation in music		<b>Listening:</b> - Some classes will start to explore different ideas and perceptions of music and musical instruments; For example: 'What is music?' and 'is this a musical instrument?'
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<b>ART</b> <u><b>Human Figures</b></u> - Introduction to drawing human figures - Illustrations in the style of Quentin Blake - practising and developing ideas - Illustrations in the style of Quentin Blake - final piece and adding colour - Investigating body proportions - Tudor monarch style self-portrait - practise and development of ideas - Tudor monarch style self-portrait – painting - Giacometti inspired silver foil sculpture - Making Nita Rao inspired clay figures - Junk model figures	<b>ART</b> <u><b>Inspired by Peter Thorpe</b></u> - The rocket art of Peter Thorpe - Space art background - Drawing spheres - Drawing planets - Designing a rocket with oil pastels - Creating space composition	<b>ART</b> <u><b>Abstract Art</b></u> - Introduction to abstract art - Kandinsky and colour study - Abstract sculptures - Planning a piece of abstract artwork - Creating a piece of abstract art

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<b>P.E</b> <u><b>Dance</b></u> -demonstrate a range of dance techniques, such as unison, canon and repetition; -combine and link an increasing number of movement phrases and patterns; - respond and react accordingly to their partner's/ group-member's dance movements; -use movement to create a narrative.  <u><b>Netball</b></u> -identify and complete the different passes used in netball. -understand that marking helps to intercept the ball and dodging enables a player to get away from a marker.	<b>P.E</b> <u><b>Gymnastics.</b></u> describe the new movements learnt in the unit; • perform recognisable movements, e.g. a pike forward roll that looks like a pike forward roll; • describe how their performance has improved over the lesson; • link a series of different movements together to form a short routine; • practise and refine their own movements independently showing awareness of others around them.  <u><b>Cricket</b></u> -improving our bowling and catching. -developing a variety of fielding techniques and using them within a game. -hitting a stationary and moving ball with a cricket bat.	<b>P.E</b> <u><b>Athletics</b></u> -run with speed and agility. -accelerate from a variety of static positions demonstrating quick reactions. -perform different types of jump including the triple jump. -throw a howler and shot putt correctly. -perform a baton exchange correctly.  <u><b>Badminton</b></u> -To use a badminton racket to control an object. -To use a badminton racket to strike a shuttlecock with accuracy and control. -To use different footwork to move across a space. -To use a badminton racket to control a shuttlecock in order to score points. -To defend against an opponent scoring a point.



<ul style="list-style-type: none"> <li>-understand a range of rules and tactics used in a game of netball including the positions.</li> <li>-shoot accurately and gather a rebound.</li> <li>-play and empire mini matches</li> </ul>	<ul style="list-style-type: none"> <li>-using both the forward defensive shot and the forward drive shot.</li> <li>- playing cricket games</li> </ul>	<ul style="list-style-type: none"> <li>-To compete in a full badminton match.</li> </ul>
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AUTUMN	SPRING	SUMMER
<p><b>R.E.</b> <b><u>If God is everywhere, why go to a place of worship?</u></b></p> <ul style="list-style-type: none"> <li>- Key features of a Church</li> <li>- Church functions</li> <li>- Importance of the Church</li> <li>- Why worship in the Church?</li> <li>- Different ways Christians worship</li> <li>- How Christians feel about the Church?</li> <li>- Why Christians pray?</li> <li>- Understanding the importance of harvest.</li> <li>- Understanding why we remember (remembrance)</li> <li>- Explain the Christmas story.</li> </ul>	<p><b>R.E.</b> <b><u>What does it mean to be a Muslim in Britain?</u></b></p> <ul style="list-style-type: none"> <li>- Explain and understand the five pillars</li> <li>- What does Allah mean?</li> <li>- Why is the Qu'ran significant to Muslims?</li> <li>- Who is Prophet Muhammad?</li> <li>- Mosque and respect</li> <li>- Impact of daily prayers</li> <li>- Compare a Muslim persons day with a Christian persons day</li> <li>- Explain why Easter is important.</li> </ul>	<p><b>R.E.</b> <b><u>What difference does it make to believe in Grace and Ummah?</u></b></p> <ul style="list-style-type: none"> <li>- What is Grace?</li> <li>- What does Ummah mean?</li> <li>- Why are Grace and Ummah important?</li> </ul> <p><b><u>What does religion say when life gets hard?</u></b></p> <ul style="list-style-type: none"> <li>- Christians and life after death.</li> <li>- Muslims and life after death.</li> <li>- How does faith help believers at different times?</li> <li>- Reflect on life after death.</li> </ul> <p><b><u>Is it better to express your religion in art/ architecture or charity/ generosity?</u></b></p> <ul style="list-style-type: none"> <li>- Why is charity important?</li> <li>- Art/ architecture of the Church.</li> <li>- Art/ architecture of the Mosque.</li> <li>- Comparison of Christian and Islamic art.</li> <li>- Which has greater impact: art/ architecture or charity/ generosity?</li> </ul>

AUTUMN	SPRING	SUMMER
<p><b>PHSE</b> <b><u>Myself and My Relationships</u></b></p> <p><b><u>Beginning and Belonging</u></b></p> <ul style="list-style-type: none"> <li>- Collaborate with other children to develop strategies and approaches to make the classroom a safe and happy place.</li> <li>- Know the names of everyone in their class.</li> <li>- Build new relationships.</li> </ul>	<p><b>PHSE</b> <b><u>Citizenship</u></b></p> <ul style="list-style-type: none"> <li>- Aspects of identity</li> <li>- Influence on perception of themselves</li> <li>- Ethic makeup of their community</li> <li>- Different groups that live in Britain</li> <li>- Negative effects of stereotyping and prejudice</li> <li>- How we contribute to the community</li> </ul>	<p><b>PHSE</b> <b><u>Healthy and Safer Lifestyles</u></b></p> <p><b><u>Relationships and Sex Education</u></b></p> <ul style="list-style-type: none"> <li>- Appropriate use of the scientific names for the external and internal sexual parts of the body, and be able to explain basic functions.</li> </ul>

<p>- Identify a range of people in their Support Networks.</p> <p><b><u>Family and Friends</u></b></p> <ul style="list-style-type: none"> <li>- To recognise how their networks have changed and developed.</li> <li>- To recognise and value differences between people and how that can be a positive aspect of their friendships.</li> <li>- Have strategies for managing some of the pressures in relationships</li> <li>- Recognise some of the pressures which can occur in group situations.</li> <li>- To know how to get support from people they trust and how they can support other people.</li> </ul> <p><b><u>Anti-Bullying</u></b></p> <ul style="list-style-type: none"> <li>- Describe the key characteristics and forms of bullying.</li> <li>- Talk about personal reasons why someone may engage in bullying.</li> <li>- Begin to identify and describe specific types of prejudice driven bullying.</li> <li>- Describe the different roles of those involved in a bullying situation.</li> <li>- Demonstrate simple strategies</li> <li>- Describe confidently and demonstrate a number of assertiveness techniques.</li> <li>- Begin to identify places where bullying may take place in the community.</li> </ul>	<ul style="list-style-type: none"> <li>- The role of the media and its possible influences</li> <li>- Ways of caring for the environment and the contribution they can make</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the main changes that will happen at puberty, know some ways to manage them, and how it affects people differently.</li> <li>- Learnt ways to support a positive body image for themselves and others.</li> <li>- To understand the importance of washing regularly and of maintaining other hygiene routines during puberty.</li> <li>- To understand ways they can prevent the spread of common diseases.</li> </ul> <p><b><u>Managing Safety and Risk</u></b></p> <ul style="list-style-type: none"> <li>- To describe a positive and negative consequence of taking a risk.</li> <li>- Understand physical, social and emotional risks.</li> <li>- Evaluate how risky something is and explain their reasoning.</li> <li>- Understand situations where they are responsible for their own safety and talk about the influence of others.</li> <li>- Understand and use the 'Stop, Decide, Do' strategy.</li> <li>- Know how to respond supportively when someone shares a problem with them.</li> <li>- Know how to put someone in the recovery position and make an emergency call.</li> <li>- Be able to explain basic road safety rules.</li> <li>- Know some hazards associated with cycling and describe precautions they can take.</li> <li>- To describe a range of risks in the home and how to avoid these.</li> <li>- To know some of the reasons that trains can be dangerous and describe how to behave safely around trains.</li> </ul>
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AUTUMN	SPRING	SUMMER
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## **French**

### **La Phonétique** **(Phonics 1-3)**

- Introduction of the set of phonics sounds from the Early Language Teaching Type.
- Introducing the first set of phonics sounds from the Intermediate Teaching Type.
- Introducing the second set of phonics sounds from the Intermediate Teaching Type.
- Introduced to the set of phonics sounds from the Progressive Teaching Type

### **La Maison Tudor** **(The Tudors)**

- Learn how to decode and breakdown longer texts in the foreign language by using key literacy strategies such as looking for cognates first.
- To understand how to categorise language into verbs, adjectives and nouns.
- Exposure to more complex texts about the six wives of Henry VIII in the foreign language. They will use cognates and their knowledge of the Tudors in English to help decipher meaning.
- revise and consolidate all new knowledge about the Tudors in the foreign language by creating a storyboard to present to the class.

## **French**

### **As- tu un animal?** **(Do you have a pet?)**

- learn how to recognise, recall and spell eight common pets with their indefinite article/determiner in the foreign language.
- learning how to use the irregular high frequency verb 'I have', along with the conjunction 'and' in order to say which pets they have.
- introduced to the structure 'who is called' in the foreign language, to allow them to introduce their pets.
- introduction of negative structures in the foreign language, as they will be expected to say which animals they do not have as pets.
- Introduction to the conjunction 'but' to make their sentences more complex and interesting in the foreign language.

### **La date (Date)**

- recognise, recall and spell the seven days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today.
- learn how to recognise, recall and spell the twelve months of the year in the foreign language.
- progress to learning how to recognise, recall and spell numbers 1-31 in the foreign language.
- learning the structure necessary to say the date in the foreign language.
- build on their knowledge of how to say the date by learning how to say when their birthday is in the foreign language.

## **French**

### **La date (Date) Continued**

- recognise, recall and spell the seven days of the week in the foreign language with the aim of using this knowledge to form a short sentence about what day of the week it is today.
- learn how to recognise, recall and spell the twelve months of the year in the foreign language.
- progress to learning how to recognise, recall and spell numbers 1-31 in the foreign language.
- learning the structure necessary to say the date in the foreign language.
- build on their knowledge of how to say the date by learning how to say when their birthday is in the foreign language.

### **A L'Ecole (At school)**

- learn how to recognise, recall and spell ten different school subjects with the correct definite article/determiner in the foreign language. They will also learn how to conjugate the verb 'to study' in first person singular so they can say which subjects they study at school.
- learning how to give an opinion in both positive and negative form about each school subject in the foreign language.
- consolidate numbers 1-12 and will progress to learning how to say what the time is by the hour in the foreign language.
- extend their sentences in the foreign language by learning how to say at

		<i>what time they study each subject. -earning how to say at what time they study each subject and give their opinion on these subjects as well.</i>
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