



## **Stanton in Peak C of E Primary School**

# **Year 5 Curriculum Plan**

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At Peak Tor Federation we offer a broad and balanced curriculum with strong cross curricular links. Our curriculum builds on the knowledge, understanding and skills of our pupils as they move through the school and fulfills the statutory requirements of the 2014 National Curriculum.

Our curriculum is carefully designed to meet the needs of all our pupils; their personal development is valued as highly as their academic progress. As a result our pupils are well equipped for the next stage in their education and make a positive contribution to our school, their local communities and the wider world.



# ENGLISH

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## READING

### Decoding

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

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### Range of Reading

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- making comparisons within and across books

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### Familiarity with Texts

- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- identifying and discussing themes and conventions in and across a wide range of writing

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### Poetry and Performance

- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

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### Word Meanings

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### Understanding

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

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### Inference

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## ENGLISH

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- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

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### Prediction

- predicting what might happen from details stated and implied

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### Authorial Intent

- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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### Non-fiction

- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction

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### Discussing Reading

- recommending books that they have read to their peers, giving reasons for their choices
- participate in discussions about books, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates,
- provide reasoned justifications for their views

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## WRITING

### Phonic and whole word spelling

- spell some words with 'silent' letters
- continue to distinguish between homophones and other words which are often confused
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

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### Other Word Building Spelling

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## ENGLISH

- use further prefixes and suffixes and understand the guidance for adding them
- use dictionaries to check the spelling and meaning of words
- use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

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### Handwriting

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

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### Contexts for Writing

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

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### Planning Writing

- noting and developing initial ideas, drawing on reading and research where necessary

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### Drafting Writing

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précisising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader

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### Editing Writing

- assessing the effectiveness of their own and others' writing
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning



## ENGLISH

- ensuring the consistent and correct use of tense throughout a piece of writing
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- proofread for spelling and punctuation errors

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### Performing Writing

- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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### Vocabulary

- use a thesaurus
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility

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### GRAMMAR

- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- converting nouns or adjectives into verbs
- verb prefixes
- devices to build cohesion, including adverbials of time, place and number

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### PUNCTUATION

- using commas to clarify meaning or avoid ambiguity in writing
- using brackets, dashes or commas to indicate parenthesis

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### Grammatical Terminology

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity

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### SPEAKING AND LISTENING

#### To listen carefully and understand

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## ENGLISH

- Understand how to answer questions that require more than a yes/no or single sentence response.
- Demonstrate active listening by justifying ideas or expanding on the ideas of others.
- Recognise and explain some idioms.
- Understand the meaning of some phrases beyond the literal interpretation.

### To develop a wide and subject-specific vocabulary

- Use adventurous and sophisticated vocabulary.
- Explain the meaning of words, offering alternatives.
- Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.

### To speak with clarity and confidence

- Vary the length and structure of sentences.
- Ask questions and make suggestions to take an active part in discussions.
- Present an idea, topic or explanation to a group of peers.
- Expand and justify ideas across the curriculum.
- Reflect on the effectiveness of the explanation, expansion and justification.
- Comment on the grammatical structure of a range of spoken and written accounts.

### To present stories with structure

- Narrate detailed and exciting stories.
- Use the conventions and structure appropriate to the type of story or presentation (fiction and nonfiction).
- Interweave action, character descriptions, settings and dialogue in a performance.
- Perform in improvised role play, group or class performances considering the effectiveness of delivery.

### To hold conversations and debates

- Negotiate and compromise by offering alternatives.



## ENGLISH

- Debate, using relevant details to support points.
- Offer alternative explanations when others don't understand.
- Add humour to a discussion or debate where appropriate.
- Select appropriate language in a range of situations (formal or informal).



## MATHS

### NUMBER AND PLACE VALUE

- Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit .
- Count forwards or backwards in steps of powers of 10 for any number up to 1 000 000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.

### ADDITION AND SUBTRACTION

- Add and subtract whole numbers with more than 4 digits, including using formal methods (columnar + & -)
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use & why.

### MULTIPLICATION AND DIVISION

- Identify multiples & factors; find all factor pairs of a number & common factors of 2 numbers.



## MATHS

- Know & use the vocabulary of prime numbers, prime factors & composite numbers.
- Establish whether a number up to 100 is prime; recall primes up to 19.
- Multiply numbers up to 4 digits by a one or two-digit number using a formal method, including long multiplication for two-digit numbers.
- multiply and divide numbers mentally drawing upon known facts
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division; interpret remainders appropriately for the context
- Multiply and divide whole numbers and those involving decimals by 10, 100 & 1000.
- Recognise and use square numbers & cube numbers and notation for squared <sup>2</sup>, cubed <sup>3</sup>
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes · Solve problems involving  $+$   $-$   $\times$   $\div$  and a combination of these, including understanding meaning of  $=$  sign
- Solve problems involving  $\times$  and  $\div$  including scaling by simple fractions & problems involving simple rates.

## FRACTIONS

- Compare & order fractions whose denominators are all multiples of the same number
- Identify, name & write equivalent fractions of a given fraction, represented visually, inc.  $\frac{1}{10}$  &  $\frac{1}{100}$
- Recognise mixed numbers & improper fractions; convert from one form to the other; write mathematical statements  $> 1$  as a mixed number [e.g.  $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$ ]
- Add & subtract fractions with the same denominator & multiples of the same number.
- Multiply proper fractions & mixed numbers by whole numbers, supported by materials & diagrams.
- Read and write decimal numbers as fractions [e.g.  $0.71 = \frac{71}{100}$ ]
- Recognise and use  $\frac{1}{1000}$  and relate them to  $\frac{1}{10}$ ,  $\frac{1}{100}$  & decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Read, write, order and compare numbers with up to three decimal places
- Solve problems with numbers to three decimal places.
- Recognise the percent symbol (%) and understand that per cent relates to 'the number of parts





## MATHS

per 100' and write percentages as a fraction with denominator hundred; and as a decimal fraction

Solve problems which require knowing percentage and decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{4}{5}$  and those with a denominator of a multiple of 10 or 25.

### MEASUREMENTS

- Convert between different units of metric measure [ e.g. kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and milliliter ]
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares) and including using standard units, square centimetres (cm<sup>2</sup>) & square metres (m<sup>2</sup>) and estimate the area of irregular shapes
- Estimate volume [eg. using 1 cm<sup>3</sup> blocks to build cuboids including cubes] and capacity [e.g. using water]
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure [for example length, mass, volume, money] using decimal notation including scaling.

### GEOMETRY

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.
- Draw given angles, and measure them in degrees (°)
- Identify: angles at a point and one whole turn (total 360°); angles at a point on a straight line and  $\frac{1}{2}$  a turn (total 180°); other multiples of 90°
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

#### Position and direction

- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.



## MATHS

### STATISTICS

- Solve comparison, sum and difference problems using information presented in a line graph
  - Complete, read and interpret information in tables, including timetables.
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## SCIENCE

### BIOLOGY

#### Animals, including humans

##### Darwin's Delight

describe the changes as humans develop to old age

##### Blood Heart

- ☐ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- ☐ 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

#### Evolution and inheritance

##### Darwin's Delight

- ☐ 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 evolution
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#### Living things and their habitats

##### Pharaohs

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## SCIENCE

- ☐ 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

### Frozen Kingdom

- ☐ describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- ☐ give reasons for classifying plants and animals based on specific characteristics

## CHEMISTRY

### Properties and changes of materials

#### Alchemy Island

- ☐ 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 filtering, sieving and evaporating
- ☐ 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 changes
- ☐ 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

## PHYSICS

### Light

#### Hola Mexico

- ☐ 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



## SCIENCE

- ☐ 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 shadows have the same shape as the objects that cast them

### Forces

#### Star Gazers

- ☐ 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

### Electricity

#### Tomorrow's World

- ☐ 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

### Earth and space

#### Star Gazers

- ☐ 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

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### **WORKING SCIENTIFICALLY**

Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions

Recognise when and how to set up comparative and fair tests and explain which variables need to

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## SCIENCE

be controlled

Use and develop keys and other information records to identify, classify and describe living things and materials.

Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.

Make their own decisions about what observations to make, what measurements to use and how long to make them for.

Look for different causal relationships in their data and identify evidence that refutes or supports their ideas

Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.

Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, bar and line graphs

Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas,

Use oral and written forms such as displays and other presentations to report conclusions and causal relationships.

Use their results to make predictions and identify when further observations, comparative and fair tests might be needed



## GEOGRAPHY

### Location Knowledge

#### Pharaohs

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.

#### Peasants, Princes & Pestilence

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,



## GEOGRAPHY

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mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

### **Hola Mexico**

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.

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### **Place Knowledge**

#### **Hola Mexico!**

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.

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### **Human and Physical Geography**

#### **Alchemy Island**

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

#### **Off with her head! Pharaohs**

Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

#### **Frozen Kingdom**

understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

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### **Geographical skills and fieldwork**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied using complex keys.

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, simple graphs and digital technologies.

Use the eight points of a compass, four grid references, symbols and key (including the use of

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## GEOGRAPHY

Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.



## HISTORY

### Off with her Head

Study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.

### Pharaohs

Learn about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

### Hola Mexico!

Learn about a non-European society that provides 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.

### History Skills

#### Knowledge and understanding of events, people and changes in the past

Choose reliable sources of information to find out about the past.

Give own reasons why changes may have occurred, backed up by evidence.

Describe similarities and differences between some people, events and artefacts studied

Describe how historical events studied affect/influence life today.

Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)

#### Chronological understanding

Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)

Order significant events, movements and dates on a timeline.



## HISTORY

Describe the main changes in a period in history.

Plan and present a self-directed project or research about the studied period.

### Historical interpretation and enquiry

Know that people both in the past have a point of view and that this can affect interpretation.

Give reasons why there may be different accounts of history.

Evaluate evidence to choose the most reliable forms.

Use documents, printed sources (e.g. archive materials), the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past.

Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions.

Investigate your own lines of enquiry by posing questions to answer.



## PHSE

### DRUG EDUCATION

H2 - Knowing how to make informed choices.

H10, H17 - Identifying a range of drugs/substances and assessing some of the risks/effects.

H13 - Identifying influences and when an influence becomes a pressure.

H14 - Developing skills of how to ask for help.

H15 - Identify basic emergency procedures.

H16 - Understanding the term 'habit' and why habits can be hard to change.

### EXPLORING EMOTIONS

R1 - Recognising a wider range of feelings in others and how to respond appropriately.

R7 - Recognising that their actions can affect themselves and others.





## PHSE

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R12 - Developing strategies to resolve disputes.

H6 - Deepening their understanding of good and not so good feelings.

H6 - Extending emotional vocabulary.

H6 - Exploring the intensity and range of feelings.

H7 - Recognising when they experience conflicting emotions and how to manage these.

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### BEING HEALTHY

H1 - Exploring what affects their physical, mental and emotional health.

H2 - Understanding the concept and benefits of a balanced healthy lifestyle.

H3 - Exploring how we make choices about the food we eat.

H3 - Identifying how to make informed choices.

H3 - Developing skills to make their own choices.

H4 - Recognising how images in the media do not always reflect reality.

H5 - Setting simple but challenging goals.

H16 - Exploring what is meant by the term habit and why habits can be hard to change.

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### GROWING UP

H4 - Exploring how images in the media and online do not always reflect reality.

H6 - Identify the intensity of feelings.

H7 - Recognising conflicting feelings.

H12 - That simple hygiene routine can prevent the spread of bacteria.

H13 - Identify pressures and influences.

H18 - Understanding changes that happen at puberty.

H19 - Understanding what puberty and human reproduction is.

R2- Identifying qualities of a healthy relationship

R5 - About committed loving relationships.

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## PHSE

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R13 - About differences and similarities between people, but understand everyone is equal.

L1 - Debate topical issues.

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### CHANGES

H6 - Explaining intensity of feelings.

H6 - Exploring and managing the difficult emotions.

H7 - Acknowledging and managing change positively.

H8 - Managing transition to secondary school.

H8 - Exploring and managing loss, separation, divorce and bereavement.

H14 - Practising asking for help and knowing where to go for help.

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### BULLYING MATTERS

R7 - Understanding that their actions affect themselves and others.

R12 - Developing strategies for getting support for themselves or for others at risk.

R13 - Identifying that differences and similarities arise from a number of factors.

R14 - Understanding the nature and consequences of discrimination, teasing, bullying and aggressive behaviour (including cyberbullying, prejudice based language, 'trolling').

R18 - Knowing how to recognise bullying and abuse in all its forms.

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### BEING ME

L7 - Exploring different kinds of responsibilities at school and in the community.

L9 - Identifying what being part of a community means.

R13 - Identifying that differences and similarities between people arise from a number of factors.

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### DIFFERENCE AND DIVERSITY

R10 - Identifying how to listen and respond respectfully to a wide range of people.

R13 - Recognising the factors that make people the same or different. R14 - Recognising the nature and consequences of discrimination. R16 - Recognising and challenging stereotypes.

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## PHSE

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R17 - Understanding the correct use of the terms sex, gender identity and sexual orientation.

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### BEING RESPONSIBLE

L1 - Research, discuss and debate topical issues.

L2 - Identify why rules are needed in different situations.

L3, L4 - Understanding that there are human rights to protect everyone.

L5 - To understand there are some cultural practices against British law.

L7 - Explore rights and responsibilities at home, school, community and the environment.

L7 - Develop skills to carry out responsibilities.

L8 - Explore others' points of view.

L9 - Explore what being part of a community means and how they belong.

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### BEING SAFE

H2 - Understanding how to make informed choices.

H10 - Exploring how to recognise, predict and assess risks in different situations.

H11 - Understanding that increased independence brings increased responsibility to keep themselves safe.

H15 - Explaining how rules can keep them safe.

H15 - Identifying where and how to get help.

H16 - Understanding the term 'habit.'

H21 - Developing strategies for keeping physically and emotionally safe in different situations.

H22 - Understanding the importance of protecting information particularly online.

H23, H24, H25 - Understanding how to become digitally responsible

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### RELATIONSHIP

R2 - Recognising what a healthy relationship is.

R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need

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## PHSE

support.

R4 - Recognising different types of relationship, including those between acquaintances, friends, relatives and families.

R5, R6 - Understanding the true meaning behind civil partnerships and marriage.

R12 - Resolving conflicts.

R20 - Recognising that forcing anyone to marry is a crime.

R21 - Understanding about confidentiality and about times when it is necessary to break a confidence.

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### MONEY MATTERS

L13 - Understand how finance plays an important part in people's lives.

L13 - Understanding about being a critical consumer.

L14 - Developing an understanding of the concepts of interest, loan, debt and tax.

L15 - Identifying how resources are allocated and the effects on individuals, communities and the environment.

L16 - Developing enterprise skills.

L18 - Critiquing how social media presents information.

R15 -Recognising and managing dares.



## PE

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### PUPILS SHOULD BE TAUGHT TO:

Continue to develop fundamental movements using 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

Develop flexibility, strength, technique, control and balance [for example, through athletics and

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## PE

gymnastics]

Perform dances using a range of movement patterns

Take part in outdoor and adventurous activity challenges both individually and within a team

Compare their performance with previous ones and demonstrate improvement to achieve their personal best

### GAMES

For instance: Develop techniques of a variety of skills to maximise team effectiveness Use the skills e.g. of throwing and catching to gain points in competitive games (fielding) Use tactics when attacking or defending Apply rules of fair play to competitive games

### ATHLETICS

#### Running

For instance: Sustain pace over longer distance – 2 minutes Perform relay change-overs Identify the main strengths of a performance of self and others Identify parts of the performance that need to be improved Perform a range of warm-up exercises specific to running for short and longer distances Explain how warming up affects performance Explain why athletics can help stamina and strength Set realistic targets for self, of times to achieve over a short and longer distance

#### Jumping

For instance: Demonstrate a range of jumps showing power and control and consistency at both take-off and landing Set realistic targets for self, when jumping for distance or height

#### Throwing

For instance: Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus Organise small groups to SAFELY take turns when throwing and retrieving implements Set realistic targets for self, when throwing over an increasing distance and understand that some implements will travel further than others

### DANCE

#### Compose

For instance: Create longer, challenging dance phrases/dances Select appropriate movement material to express ideas/thoughts/feelings Develop movement using: Actions (WHAT); travel, turn, gesture, jump, stillness Space (WHERE); formation, direction, level, pathways Relationships (WHO); solo/duo/trio, unison/canon/ contrast Dynamics (HOW) explore speed, energy (e.g. heavy/light, flowing/sudden) Choreographic devices; motif, motif development, repetition,



## PE

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retrograde (performing motifs in reverse) Link phrases to music

### **Perform**

#### **For instance:**

Perform dance to an audience showing confidence and clarity of actions

Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)

Show focus, projection, sense of style and musicality (Expressive Skills)

Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness

Demonstrate dynamic qualities – speed, energy, continuity, rhythm

Demonstrate use of space – levels, directions, pathways, size and body shape

Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact

### **Appreciate**

#### **For instance:**

Show an awareness of different dance styles, traditions and aspects of their historical/social context

Understand and use dance vocabulary

Understand why safety is important in the studio

Compare and evaluate their own and others' work

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## **GYMNASTICS**

### **Sequencing**

#### **For instance:**

Create a sequence of up to 8 elements:

(e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances

Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and

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## PE

rolling

### **Balance**

For instance:

Perform balances with control, showing good body tension

Mirror and match partner's balance i.e. making same shape on a different level or in a different place

Explore symmetrical and asymmetrical balances on own and with a partner

Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)

Perform a range of acrobatic balances with a partner on the floor and on different levels on apparatus

Perform group balances at the beginning, middle or end of a sequence. Consider how to move in and out of these balances with fluency and control

Begin to take more weight on hands when progressing bunny hop into hand stand

### **Travel**

For instance:

Travel sideways in a bunny hop and develop into cartwheeling action keeping knees tucked in and by placing one hand then the other on the floor

Increase the variety of pathways, levels and speeds at which you travel

Travel in time with a partner, move away from and back to a partner

### **Jump**

For instance:

Make symmetrical and asymmetrical shapes in the air

Jump along, over and off apparatus of varying height with control in the air and on landing

### **Roll**

For instance:

Explore different starting and finishing positions when rolling e.g. forward roll from a straddle position on feet and end in a straddle position on floor or feet/begin a backward roll from standing



## PE

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in a straight position, ending in a straddle position on feet

Explore symmetry and asymmetry throughout the rolling actions

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### **SWIMMING AND WATER SAFETY**

In particular, pupils are taught to:

- ☐ swim competently, confidently and proficiently over a distance of at least 25 metres
  - ☐ use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
  - ☐ perform safe self-rescue in different water-based situations
- 

### **OUTDOOR AND ADVENTUROUS ACTIVITIES**

#### **Orientation**

For instance:

Draw maps and plans and set trails for others to follow

Use the eight points of the compass to orientate

Plan an orienteering challenge

#### **Communication**

For instance:

Plan and share roles within the group based on each other's strengths

Understand individuals' roles and responsibilities

Adapt roles or ideas if they are not working

Recognise and talk about the dangers of tasks

Recognise how to keep themselves and others safe

#### **Problem Solving**

For instance:

Plan strategies to solve problems/plan routes/follow trails/build shelters etc.

#### **Implement and refine strategies**

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## RE

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### Creation

There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.

These debates and controversies relate to the purpose and interpretation of the texts: for example, does reading Genesis as a poetic account conflict with the scientific accounts.

There are many scientists throughout history and now who are Christians.

The discoveries of science make Christians wonder even more about the power and the majesty of the Creator.

### God

Christians believe that God is omniscient, omnipotent and eternal and that this means God is worth worshipping

Christians believe God is both holy and loving and Christians have to balance ideas of God being angered by sin and injustice but also being loving, forgiving and full of grace

Christians believe God loves people so much that Jesus was born, lived, was crucified and rose again to show God's love

Christians do not all agree about what is like but try to follow his path, as they see it in the Bible or through Church teaching

Christians believe getting to know God is like getting to know a person rather than learning information

### Incarnation

Jesus was Jewish.

Christians believe Jesus is God in the flesh.

They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.

The Old Testament talks about a rescuer or anointed one – a messiah. Some texts talk about what this messiah would look like.

Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. Jewish people do not think Jesus is the Messiah

### People of God

The Old testament pieces together the story of the people of God. As their circumstances change (e.g. from being nomads – Abraham, Jacob – to being city dwellers – David, they have to learn

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# RE

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ways of following God.

The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt: Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin.

Christians see the Christian church as part of the ongoing story of the people of God, and try to live in a way that attracts others to God, e.g. As salt and light in the world.

### **Gospel**

Christians believe the good news is not just about setting an example for good behaviour and challenging bad behaviour. It is that Jesus offers a way to heal the damage done by human sin

Christians see that Jesus' teachings and example cut across expectations – the Sermon on the Mount is an example of this where Jesus' values favour serving the weak and vulnerable, not making people comfortable

Christians believe that Jesus' good news transforms lives now but also points towards a restored, transformed life in the future

Christians believe that they should bring this good news to life in the world in different ways within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community

### **Salvation**

Christians read the big story of the bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.

The Gospels give account of Jesus' death and resurrection.

The New Testament says that Jesus' death was somehow 'for us'.

Christians interpret this in a variety of ways: e.g., as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sin; rescuing the lost and leading them to God; leading from the darkness to light, from slavery to freedom.

Christians remember Jesus' sacrifice through the service of Holy Communion, also known as the Lord's Supper, The Eucharist or Mass.

Belief in Jesus' resurrection conforms to Christians that Jesus is the incarnate Son of God, but also that death is not the end.

This belief gives Christians hope for life with God, starting now and continuing in a new life (heaven).

Christians believe Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.

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## Kingdom of God

Jesus told many parables about the Kingdom of God. These suggest that God's rule has begun through life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.

The parables suggest that there will be a future Kingdom where God's reign will be complete.

The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.

Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and the world.

### DAS – A - Knowing about and understanding religions and world views

1. Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect thoughtfully on their ideas.
2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

### DAS –B - Expressing and communicating ideas related to religions and worldviews.

1. Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable both in the diverse communities being studied and in their own lives.
3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between religions and world views.

### DAS – C – Gaining and deploying the skills for studying religions and world views.

1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry.
2. Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
3. Discuss and apply their own and others' ideas about ethical questions, including ideas



## RE

about what is right and wrong and what is just and fair, and express their ideas clearly in response.

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## French

I can begin to read carefully and show understanding of words, phrases and simple writing

I can appreciate stories, songs, poems and rhymes in the language

I can broaden my vocabulary and develop my ability to understanding of new words that are introduced into familiar written material, including through using a dictionary

I can describe people, places, things and actions orally and begin to in writing

I can appreciate stories, songs, poems and rhymes in the language

I can write phrases from memory, and adapt these to create new sentences, to express ideas clearly

I can describe people, places, things and actions orally and in writing I can understand basic grammar appropriate to the language being studied, including: feminine, masculine, and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language and how to apply these to build sentences; and how these are different and similar to English

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## Music

Performing

Confidently sing part songs and canons with control, expression, phrasing and dynamics.

- Play percussion instruments with an understanding of pitch, 2, 3 and 4 metre and syncopated rhythms.
  - Accurately maintain an independent part within a group in both instrumental and vocal performance.
  - Read and play at least 5 notes on an instrument (eg recorders) with greater accuracy and independence.
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## Music

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- Perform with control, dynamics and awareness of others.
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### Improvising and Composing

Represent sounds on a graphic score with symbols for group performance with an awareness of balance, tempo and dynamics

- Improvise with confidence and an awareness of rhythm, context and purpose.
  - Group soundscape composition with instruments and vocals and a conductor.
  - Compose four bars of music using up to 5 notes with an understanding of note value and time signature and melody.
  - Staff notation: recognise notes on the stave and note values of semiquaver, quaver, crotchet, minim and semibreve.
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### Listening and Reviewing

Identify different ensemble combinations and instruments heard and their role within the ensemble (eg ostinato; melody).

- Describe and give opinions of the music heard with confident use of an extended range of musical terminology.
  - Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles.
  - Discuss ways to improve the composition of others using musical dimensions as a guide.
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### Dimensions

- Pitch: identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to recreate a piece on tuned instruments.
  - Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Recognise and use a syncopated rhythm.
  - Dynamics: understand how a wider range of dynamics can be used for expressive effect.
  - Tempo: understand how a wider range of tempi can be used for expressive effect.
  - Timbre: Discuss the 'quality' of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (samba, choir)
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## Music

- Texture: begin to understand different types of harmony (simple parts, use of chords, acappella)
  - Structure: develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).
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## ART AND DESIGN

### Drawing

- effect of light on objects and people from different directions
- interpret the texture of a surface
- produce increasingly accurate drawings of people
- concept of perspective
- effect of light on objects and people from different directions
- interpret the texture of a surface

produce increasingly accurate drawings of people

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### Colour

- hue, tint, tone, shades and mood
  - explore the use of texture in colour
  - colour for purposes
  - hue, tint, tone, shades and mood
  - explore the use of texture in colour
  - colour for purposes
  - colour to express feelings
- 

### Texture

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## ART AND DESIGN

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- use stories, music, poems as stimuli
  - Select and use materials
  - embellish work
  - fabric making
  - artists using textiles
  - Develops experience in embellishing
  - Applies knowledge of different techniques to express feelings
  - Work collaboratively on a larger scale
- 

### Form

- plan and develop ideas
  - Shape, form, model and join
  - observation or imagination
  - properties of media
  - Discuss and evaluate own work and that of other sculptors
  - plan and develop ideas
  - Shape, form, model and join
  - observation or imagination
  - properties of media
  - Discuss and evaluate own work and that of other sculptors
- 

### Printing

- combining prints
  - design prints
  - make connections
  - discuss and evaluate own work and that of others
  - Builds up drawings and images of whole or parts of items using various techniques
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## ART AND DESIGN

- Screen printing
- Explore printing techniques used by various artists

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### Pattern

- Create own abstract pattern to reflect personal experiences and expression
- create pattern for purposes
- Create own abstract pattern to reflect personal experiences and expression
- create pattern for purposes



## COMPUTING

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### **Information Technology (multimedia)**

#### Sound Recording (Audacity)

Collect audio from a variety of resources including own recordings and internet clips.

Create a multi-track recording using effects.

Edit and refine their work to improve outcomes.

#### Animation

Plan a multi-scene animation including characters, scenes, camera angles and special effects.

Use stop –go animation software (Ican Animate / Hue animation) with an external camera to shoot animation frames.

Adjust the number of photographs taken and the playback rate to improve the quality of the animation.

Publish their animation and use a movie editing package to edit/refine and add titles.

#### Graphics

Use to create a 3D representation of an existing building.

Use the tools available to design their own fit for purpose building.

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## COMPUTING

Change the style, colour and texture of the walls.

Change the viewpoint angle whilst designing the building to gain insight to its look from a variety of angles.

Video (iMovie)

Storyboard and capture videos for a purpose.

Plan for the use of special effects and transitions.

Trim, arrange and edit audio levels to improve quality of their outcome.

Export their video.

Presentation (Powerpoint)

Work independently to create a multi slide presentation that includes speakers notes.

Use transitions and animations to improve the quality of the presentation.

Include sounds and moving graphics in the slides.

Present to a large group or class using the notes made.

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### Computer Science

Scratch

Use external triggers and infinite loops to control sprites.

Create and edit variables.

Use conditional statements.

Design their own game including sprites, backgrounds, scoring and/or timers.

Use conditional statements, loops, variables and broadcast messages in the game.

The game finishes when a player wins or loses and they must know they have won or lost.

Evaluate the effectiveness of the game and debug as required.

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### Information technology (Online)

Internet Research

Use advance search functions in Google (quotations).

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# COMPUTING

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Understand websites such as Wikipedia are made by users (link to E-Safety).

Use strategies to check the reliability of information (cross check with another source such as books).

Use their knowledge of domain names to aid their judgment of the validity of websites.

### Cloud Computing

Understand files may be saved off their device in 'clouds'.

Upload/download a file to the cloud on different devices.

Understand about syncing files using cloud computing folders.

### Blogging

Register for a blog, select a URL and navigate to their blog once it is created.

Alter the theme and appearance of their blog, adding background images etc.

Create a new post, save it as a draft and publish it.

Embed photos, hyperlinks and videos into posts.

Reorganise posts and remove posts they no longer want.

Like/follow other blogs and build up their blog content over the year.

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### Digital Technology

Judge what sort of privacy settings might be relevant to reducing different risks.

Judge when and when not to answer a question online.

Be a good online citizen and friend.

Articulate what constitutes good behavior online.

Use different sources to double check information found online.

Find 'report' and 'flag' buttons in commonly used sites and name sources of help (childline, cybermentors etc)

Click-CEOP button and explain to parents what it is for.

Discuss scenarios involving online risk.

State the source of information found on the Internet.

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## COMPUTING

Act as a role model for younger pupils.

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### Data

Create data collection forms and enter data accurately from these.

Know how to check for and spot inaccurate data.

Know which formulas to use when I want to change my spreadsheet model.

Make graphs from the calculations on my spreadsheet.

Sort and filter information.

Understand that changing the numerical data effects a calculation.

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## SCHOOL TRIPS AND RESIDENTIALS

Edale Residential Autumn 1

Blood Heart - Eureka

Firedamps and Davy - London

Off with Her Head - Haddon Hall

Hola Mexico - 'Americas Day' in school

Darwin's Delight -Yorkshire Wildlife Park

Pharaohs - Manchester Museum

Frozen Kingdom -The Deep

Peasants, Princes and Pestilence - Eyam village

Alchemy Island - Parent visit

Tomorrow's World - Leicester Space Centre

Stargazers - Leicester Space Centre

Christmas Pantomime - Derby

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## SCHOOL TRIPS AND RESIDENTIALS

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Nottinghamshire Recycling Centre Workshop

Pembrokeshire or London Summer 2

London trips:

National History Museum

Science Museum

Natural History Museum

HMS Belfast

*Theatre*

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