



Meet the Greeks

Year 5



Spring 2 and Summer 1

Meet the Greeks

Science (Spring 2)
Forces

History (Spring 2)
Family life, Gods/Goddesses

Art and Design (Spring 2)
Clay, perspective drawing

PE (Spring 2)
Volleyball

RE (Spring 2)
Christianity: Easter

Computing (Spring 2)
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RE (Summer 1)
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Computing (Summer 1)
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PSHE (Summer 1)
Relationships

Science - Spring 2

Forces		Term: 4	Year: 5
Foundations of previous learning: Year 1 Recognise a push or a pull as a force needed to move an object. Recognise that a force can be bigger or smaller and acts in a particular direction. Explore how to push objects further with more force. Explore how to push/pull heavier objects with more force.		Year 3 Compare how things move on different surfaces. Notice that some forces need contact between two objects and some forces act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing	
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Explain that unsupported objects fall towards the earth because of the force of gravity acting between earth and the falling object Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	Construct a complex table Use science model to describe/explain Construct a graph	To know what friction is and the effect it has. To know what air resistance is and the effect it has. To know what water resistance is and the effect it has. To know what up-thrust is and the effect it has	Force Contact non-contact push pull friction air resistance water resistance up-thrust drag gravity balanced unbalanced force arrow accelerate decelerate Newton force meter mass multiplier lever pulley gear pivot fulcrum effort load machine
	Assessment of Skills Explaining science Designing experiments (See Phil Watkins Assessment boards)	Assessment of Knowledge What is the effect of friction? What is the effect of air resistance? What is upthrust? What is a machine?	

History – Spring 2

Family life, Gods/goddesses		Topic: Meet the Greeks	Term: Spring 2	Year: 5
<p>Foundations of previous learning: Children have previously learned about the Ancient Egyptians and their civilisation so will now broaden their understanding to study over ancient civilisations. Children have previously considered why there may be different accounts of history and propaganda preparing them to start to consider the purposes of representing the past in different ways. Children have been expanding their use of vocabulary relating to chronology to now include subject specific terminology.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Ancient Greece – a study of Greek life and achievements and their influence on the western world	Uses timelines to place and sequence local, national and international events. Sequences historical periods. Describes events using words and phrases such as: century, decade, BC, AD, after, before, during, Tudors, Stuarts, Victorians, era, period. Gives clear reasons why there may be different accounts of history. Asks a range of questions about the past. Uses dates and terms accurately.	To know where the Ancient Greeks fits into History To understand there were a number of Greek gods and goddesses. To know about family life in Ancient Greece. To know that art work is a historical source	Era Period Ancient Crete Athens Slaves Democracy Olympic games Gods Olympia Spartans Temples Sources Reliable Vases	
	Assessment of Skills	Assessment of Knowledge		
	I can describe events using words and phrases such as era, period and subject specific terminology e.g. Normans. I can give clear reasons why there are different accounts of history and know that people can represent events in ways to persuade others.	What comes before the ancient Greeks? What comes after? Name a god/goddess, what were they the god of? What was life like for children in the ancient Greek times? What does this vase tell you about the ancient Greeks?		

Art and Design – Spring 2

Clay, perspective drawing		Topic: Ancient Greeks	Term: Spring 2	Year: 5
Foundations of previous learning: Children will have experimented with a wider range of materials and will have developed in confidence when adding detail to 3D work.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught: To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Introduce perspective fore, back and middle ground, investigating proportions Investigate ways of joining clay Use the work of artists to replicate ideas or inspire own work	To appreciate Ancient Greek art To understand how artwork can help historians. To be able to design a pot inspired by Greek pottery. To know what foreground and background are.	Clay Slip Coil Join	
	Assessment of Skills	Assessment of Knowledge		
	Introduce perspective fore, back and middle ground, investigating proportions Investigate ways of joining clay	Tell me about Ancient Greek art? How can artwork help historians? What design features does a Greek pot have? What does foreground and background mean?	Perspective Foreground Background Middle ground proportion	

Physical Education – Spring 2

Volleyball		Term: Spring 2	Year: 5
Foundations of previous learning: Volleyball not taught before:			
<p>Year 1 Netball: Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles. Pat, throw, kick, stop and sometimes catch a ball. Accurately shadow a partner’s movements. Create simple movement patterns, showing awareness of rhythm. Run a short distance with some control. Jump with both feet from standing. Throw a projectile in a given direction. Show control and co-ordination when moving or standing still. Perform basic sequences, using space safely and recognising simple technical words. Move fluently, changing direction and speed easily and avoiding collision Show control and accuracy with the basic actions for rolling, under arm throwing, striking a ball and kicking. Understand the aspects of tracking, and get in line with the ball to receive it Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming Use skills in different ways in different games, and try to win by changing the way they use skills in response to their opponent’s actions. Recognise space in their games and use it to their advantage planning where to stand to make it difficult for opponents Describe what it feels like when they breathe faster during exercise Explain why running and playing games is good for them Watch others movements carefully Describe what they have done or seen others doing. Copy what they see and say why it is good To identify and show their understanding. To perform as part of a team. <i>Assessment: Move fluently and control a ball during invasion games.</i></p>		<p>Year 3/4 Cycle 2 Use a range of techniques when passing, e.g high, low, bounced, fast, slow Change direction and speed when dribbling the ball Show growing consistency and control in games Play with greater speed and flow Keep and use rules they are given Suggest how rules could be changed to improve the game Adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others Use a range of tactics to keep possession of the ball and get into position to shoot and score How simple plans that they know that they can make work Use the knowledge they are learning in P.E to make up suitable warm up activities for the games they are playing <i>Assessment: Use a range of tactics and techniques alongside team mates to keep possession of a ball in invasion games</i></p>	
Unit Learning			
NC Objective - Coverage	Skills and Knowledge	Vocabulary	
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game. Direct the ball reasonably well towards their opponent’s courts or target area. Show good back swing, follow through and feet positioning. Hit the ball with purpose; vary the speed, height and direction. Explain what they are trying to do and why it is a good idea. Spot the spaces in their opponent’s court and try to hit the ball towards them. Position themselves well on the court. Carry out warm up activities carefully and thoroughly. Give good explanations of how a warm up activity affects the body. know why warming up is important to help them. Know the types of exercise they should concentrate on, e.g. speed and flexibility. Know what they are successful at and what they need to practice more. Try things out and ask for help to perform better. Work well with others, adapt in their play to suit their own and others strengths.</p>	<p>Backhand Stroke Shot Target Net Wall Aim</p>	
	Assessment		
	<p>Play shots on both sides of the body, above the head and using backhand strokes towards a target area in net and wall games.</p>		

Religious Education – Spring 2

Topic: Christianity: Easter		Year: 5	Term: Spring 2
Foundations of previous learning: To understand Christians believe Jesus to be God in human form. To know the importance of Jesus' crucifixion and resurrection within the Easter story. To be aware of some key stories from the bible teaching forgiveness.			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
How significant is it for Christians to believe God intended Jesus to die? <ul style="list-style-type: none"> To question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. 	Thinking about religion and belief Explain connections between questions, beliefs, values and practices in different belief systems Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning	To know that Christians believe Jesus life had a purpose. To know the main events of Holy Week. To know that people hold different opinions on whether Jesus was aware of his impending crucifixion. To know how some of Jesus actions influence whether it is believed he knew about the crucifixion.	Holy Week Pilate Herod Mount Of Olives Garden Of Gethsemane Crucifixion Resurrection Jesus God Purpose Tomb Judas Betrayal Temple Purpose
	Assessment of Skills	Assessment of Knowledge	
	I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.	I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy week.	

Computing – Spring 2

Improving My Web Detective Skills		Topic: Technology in Our Lives	Year: 5	Term: Spring 2
Foundations of previous learning: Children from Year 4 are be able to... <ul style="list-style-type: none"> • tell you whether a resource I am using is on the Internet, the school network or my own device. • identify key words to use when searching safely on the World Wide Web. • think about the reliability of information I read on the World Wide Web. • tell you how to check who owns photos, text and clipart. • create a hyperlink to a resource on the World Wide Web. • recognise that websites use different methods to advertise products. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	Digital Literacy: Use technology safely, responsibly and educate others about it. Recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact. Be discerning in evaluating digital content.	To describe different parts of the Internet. To use a search engine to find appropriate information and check its reliability. To recognise and evaluate different types of information I find on the World Wide Web.	Blog Citation Communicate Computing devices Copyright Email Digital content Digital advertising Filter Hyperlink Internet Internet	Services QR Code Reliability Search engine Search result Search query Vlog Webpage Website World Wide Web
	Assessment of Skills/Assessment of Knowledge			
		Can you understand and explain the difference between the Internet and World Wide Web? Can you use search technologies effectively and I know not to believe everything I see or read on the internet? Can you convince an adult that you know not to believe everything you see or read on the internet? Can you explain why advertisers put images of products in different places?		

PSHE – Spring 2

Healthy Me	Jigsaw	Year: 5	Term: Spring 2
<p>Foundations of previous learning: Y1 - I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy, I can recognise how being healthy helps me to feel happy Y2 - I can make some healthy snacks and explain why they are good for my body, I can express how it feels to share healthy food with my friends Y3 – I can identify things , people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help, I can express how being anxious or scared feels Y4 - I can recognise when people are putting me under pressure and can explain ways to resist this when I want to, I can identify feelings of anxiety and fear associated with peer pressure</p>			
<p>Unit Learning</p>			
Themes (Puzzle pieces)	Outcomes		Vocabulary
Smoking Alcohol Emergency aid Body image My relationship with food Healthy me	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations I know how to keep myself calm in emergencies I understand how the media and celebrity culture promotes certain body types I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy I am motivated to keep myself healthy and happy		Health risk Smoking Tobacco Lungs Liver Heart Pressure Risks Misuse Alcohol Anti-social behaviour Emergency first aid Recovery position Celebrity Body image Food Disorders Eating problems Happy healthy
	<p>Assessment</p>		
	I can describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressures I respect and value my body		

MFL – Spring 2

Numbers 31-50, food and breakfast items		Lessons 8-14	Year: 5	Term: Spring 2
<p>Foundations of previous learning: Y3: numbers 0-10, how to say yes and no, be able to greet someone, follow classroom instructions and know the names of some characters in the nativity play, Be able to ask for and state age and know colours in French, names of fruit and food items, days of the week and months of the year. Y4: Parts of the body, adjectives, how to ask for French translation, zoo animals, some letters of the alphabet, quantifiers, Members of the family, possessive adjectives, ask and answer questions about family members, vocabulary for story and pets, Dictionary skills, playground song and activity, hobbies, opinions, numbers 12-31, two weather expressions, quantifiers and clothes items for packing a suitcase Y5 Autumn term: Buildings on the high street, directions, how to ask where places are, pause words and times of the day</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Engage in conversations; ask and answer questions</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Read carefully and show understanding of words, phrases and simple writing</p> <p>Appreciate stories, songs, poems and rhymes in the language</p>	<p>Understand and express simple opinions</p> <p>Integrate new language into previously learned language</p> <p>Use future tense</p> <p>Imitate pronunciation of sounds</p> <p>Understand more complex phrases including comparisons</p> <p>Take part in a conversation expressing likes/dislikes of certain foods</p>	<p>To know:</p> <p>Future tense</p> <p>Numbers 31-50</p> <p>Comparisons</p> <p>Food</p> <p>Breakfast items</p>	<p>Je vais</p> <p>encore</p> <p>Vingt</p> <p>Vingt et un</p> <p>Vingt-deux</p> <p>Vingt-trois</p> <p>Vingt-quatre</p> <p>Vingt-cinq</p> <p>Vingt-six</p> <p>Vingt-sept</p> <p>Vingt-huit</p> <p>Vingt-neuf</p> <p>Trente</p> <p>Trente et un</p> <p>Trente-deux</p> <p>Trente-trois</p> <p>Trente-quatre</p> <p>Trente-cinq</p> <p>Trente-six</p> <p>Trente-sept</p> <p>Trente-huit</p> <p>Trente-neuf</p> <p>Quarante</p> <p>quarante et un</p> <p>quarante-deux</p> <p>quarante-trois</p> <p>quarante-quatre</p> <p>quarante-cinq</p> <p>quarante-six</p> <p>quarante-sept</p> <p>quarante-huit</p> <p>quarante-neuf</p> <p>cinquante</p>	<p>Le pain</p> <p>La baquette</p> <p>Le riz</p> <p>Les pates</p> <p>Les pommes de terre</p> <p>Le jambon</p> <p>Le poisson</p> <p>Le fromage</p> <p>L'eau</p> <p>Le yaourt</p> <p>Le chocolat</p> <p>La glace</p> <p>Le gateau</p> <p>Les biscuits</p> <p>Les chips</p> <p>Les frites</p> <p>La salade</p> <p>Les carottes</p> <p>Les petits pois</p> <p>Un ccroissant</p> <p>Un pain au chocolat</p> <p>Un pain aux raisins</p> <p>Une tartine</p> <p>Un chocolat chaud</p> <p>Un jus d'orange</p>
		Assessment of Skills	Assessment of Knowledge	
	<p>Understand more complex phrases including comparisons</p> <p>Take part in a conversation expressing likes/dislikes.</p>	<p>What is number ___ in French?</p> <p>What is this food?</p>		

Science –Summer 1

Animals including humans		Term: 5	Year: 5
Foundations of previous learning: Year 1 Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Year 2 Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Year 3 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some animals have skeletons and muscles for support, protection and movement	Year 4 Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Describe the changes as humans develop to old age (link to school policy on sex education)	Draw & annotate diagrams Construct complex tables Use complex words Use model to describe/explain	To know what happens as we get older. To know what happens to our bodies as we get older. To know what our reproductive organs are. To know what happens during puberty. To know where babies come from.	Baby uterus Toddler cervix Child vagina Adolescent vulva Adult sperm duct Offspring foreskin Puberty scrotum pubic hair glands egg erection sperm ejaculation testes intercourse ovaries fertilisation oviduct gamete.
	Assessment of Skills Explaining science Designing experiments (See Phil Watkins Assessment boards)	Assessment of Knowledge What happens as we get older? What happens to our bodies as we get older? What are our reproductive organs? What happens during puberty? Where do babies come from?	

Geography –Summer 1

Meet the Greeks – Human and Physical Features		Topic: Meet the Greeks	Term: Summer 1	Year: 5
<p>Foundations of previous learning: In Lower KS2 the children have developed their map skills and can identify geographical features using symbols from a key as well as draw a sketch map and use agreed symbols for their key. They can use 8-points compass directions and apply this to finding the location of a country or geographical process. Children can locate and name features on an Ordnance survey map. They can compare features found in different countries and offer explanations for the locations of these features. The children have plotted routes from one country to another and within a country and they have identified landmarks or countries passed along the way. The children’s knowledge of the world has increased and they can locate and explain the significance of the Equator, Northern and Southern Hemisphere and the Tropics of Cancer and Capricorn. The children have also been able to identify how people can impact the environment and explain ways in which people try to sustain the environment. Children now can produce scaled maps and make reference to lines of latitude and meridian of longitude when describing where places are. Children have developed their map skills and can use 4 and 6 figure grid references on an Ordnance survey map or world map. Children have learned how weather and climate use effects land use and food production. They can describe how human activity has impacted or changed the physical characteristics of a place in the world.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Recognise and describe the physical and human features of places, appreciating the importance of wider Geographical location in understanding places. Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it. Compare weather and climate in different countries within the same continent.	To know here Greece is located and why people may visit there. To understand how tourism has had an impact on the environment. To be able to describe the physical and human features of Greece.	Greece Continent Climate Landscape Physical Human Tourism Leisure Impact Athens Crete Environment	
	Assessment of Skills	Assessment of Knowledge		
	Recognise and describe the physical and human features of places. Compare weather and climate in different countries within the same continent.	Can you describe the physical features of Greece? Can you describe the human features of Greece? Explain how tourism has had an impact on the environment. Can you locate Greece on a map? Can you explain why tourists may visit there?		

Design Technology –Summer 1

Moving toys – Cams		Topic: Meet The Greeks	Year: 5	Term: Summer 1
Foundations of previous learning: Children will have joined and combined materials and components accurately in temporary and permanent ways.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>When designing and making, pupils should be taught to:</p> <p>Design Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Evaluate Investigate and analyse a range of existing products Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>Technical knowledge Understand and use mechanical systems in their products</p>	<p><u>Plan and communicate ideas</u> Generate ideas through brainstorming and identify a purpose for their product. Communicate ideas in different ways</p> <p><u>Make (technical knowledge)</u> Select appropriate materials, tools and techniques. Cut and join with accuracy to ensure a good quality finish to the produce Measure and mark out accurately.</p> <p><u>Evaluate</u> Evaluate own product and others and gain evaluation from others on product</p>	<p>To design a moving toy using cams. To understand how cams and followers work</p>	<p>Cams – snail, round, ellipse, hexagon, eccentric Followers Movement Slider Axle Frame Structure Handle Linear Rotary</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Communicate ideas in different ways Cut and join with accuracy to ensure a good quality finish to the produce Evaluate own product and others and gain evaluation from others on product</p>	<p>What is a cam? What is a follower? How do they work? How can you make a toy move?</p>		

Physical Education –Summer 1

Cricket		Term: Summer 1	Year: 5
Foundations of previous learning: Cricket not taught before:			
<p>Year 3/4 Cycle 1</p> <p>Use a range of skills with increasing control</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Intercept and stop the ball with consistency, and sometimes catch the ball</p> <p>Return the ball quickly and accurately.</p> <p>Choose and use batting or throwing skills to make the game hard for their opponents</p> <p>Judge how far they can run to score points</p> <p>Choose where to stand as a fielder to make it hard for the batter</p> <p>Work well as a team to make it hard for the batter</p> <p>Are familiar with and use the rules set, and keep games going without disputes</p> <p>Know the demands that specific activities make on their bodies</p> <p>Know the importance of warming up</p> <p>Describe what is successful in their own and others' play</p> <p>Identify parts of their performance that need improvement, and suggest how to achieve this</p> <p><i>Assessment: Strike a ball with intent, intercept and stop a ball, and throw a ball accurately in striking and fielding games.</i></p>		<p>Year 3/4 Cycle 2</p> <p>Use a range of skills with increasing control</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding</p> <p>Intercept and stop the ball with consistency, and sometimes catch the ball</p> <p>Return the ball quickly and accurately.</p> <p>Choose and use batting or throwing skills to make the game hard for their opponents</p> <p>Judge how far they can run to score points</p> <p>Choose where to stand as a fielder to make it hard for the batter</p> <p>Work well as a team to make it hard for the batter</p> <p>Are familiar with and use the rules set, and keep games going without disputes</p> <p>Identify parts of their performance that need improvement, and suggest how to achieve this</p> <p>Know the demands that specific activities make on their bodies</p> <p>Know the importance of warming up</p> <p>Describe what is successful in their own and others' play.</p> <p><i>Assessment: Choose and use appropriate batting and throwing skills to make it difficult for an opponent during striking and fielding games.</i></p>	
Unit Learning			
NC Objective - Coverage	Skills and Knowledge		Vocabulary
<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Use different ways of bowling.</p> <p>Bowl underarm accurately.</p> <p>Vary how they bowl.</p> <p>Bat effectively, using different types of shots.</p> <p>Field with increased accuracy.</p> <p>Throw over arm with accuracy and for a good distance.</p> <p>Hit the ball from both sides of the body.</p> <p>Direct the ball away from fielders, using different angles and speeds.</p> <p>Plan to outwit the opposition individual, as a pair or as a team, when they are batting, bowling and fielding.</p> <p>Gauge when to run after hitting the ball.</p> <p>Use tactics which involve bowlers and fielders working together.</p> <p>Make up their own warm up and explain how it is organised.</p> <p>Know the importance of particular types of fitness to the game.</p> <p>Recognise their own and others strengths.</p> <p>Identify what they need to improve in their performances and suggest how they could do this.</p>		<p>Fielder</p> <p>Batting</p> <p>Striking</p> <p>Aim</p>
	Assessment		
	<p>Hit the ball from both sides of the body, directing it away from fielders during striking and fielding games.</p>		

Music –Summer 1

Topic: Dancing In The Street		Year: 5	Summer 1
<p>Foundations of previous learning: Children have been learning about the style of Old School Hip Hop . With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Performing (singing/playing): To sing and play with clear dictation and tuning.</p> <p>To begin to become a conductor/leader themselves.</p> <p>Improvising and composing: To compose a piece based on a style of music (Motown) and use its stylistic features to consider what dynamics, tempo and timbre they should use.</p> <p>To begin to record crochets, minims, semibreves and quavers of a treble clef staff.</p> <p>Listening, developing knowledge and understanding: To know, understand and explain how tempo, dynamics, structure and timbre fit together and how they differ for each style of music</p>	<p>To understand and recognise the basic style indicators for Motown Music.</p> <p>To know how to respect and improve work together.</p>	<p>Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Rhythm Section Brass Section Riff Clapping riffs Structure Solo Lead Vocalist Melody Backing Vocals Hook Call and Response Motown Music</p>
	<p style="text-align: center;">Assessment of Skills</p> <p>I can perform with increasing confidence. I can find and internalise the pulse and rhythm by myself. I can conduct and lead an ensemble. I can compose a melody using given backing accompaniment. I can read music notation with growing confidence. I can explain how the interrelated dimensions of music fit together and how they differ for each style of music.</p>	<p style="text-align: center;">Assessment of Knowledge</p> <p>I understand and recognise the basic style indicators for Motown Music.</p> <p>I know how to respect and improve work together.</p>	

Religious Education –Summer 1

Sikhism: Prayer and Worship		Year: 5	Term: Summer 1	
Foundations of previous learning: To understand the importance of faith. To be aware of key places of worship used to practise religion. To understand the sacrifices people make for their faith. To understand how Sikhs put their religion into practise, based on their beliefs. To be aware of some key Sikh stories and their importance. To understand the importance of God within the faith and how commitment is shown – Muslim prayer.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
What is the best way for a Sikh to show commitment to God? <ul style="list-style-type: none"> To understand how Sikhs show their commitment to God. 	Thinking about religion and belief Explain connections between questions, beliefs, values and practices in different belief systems Recognise and explain the impact of beliefs and ultimate questions on individuals and communities Explain how and why differences in belief are expressed. Enquiring, investigating and interpreting Suggest lines of enquiry to address questions raised by the study of religions and beliefs Suggest answers to questions raised by the study of religions and beliefs, using relevant sources and evidence Recognise and explain diversity within religious expression, using appropriate concepts. Beliefs and teachings (what people believe) Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities Practices and lifestyle (what people do) Explain how selected features of religious life and practice make a difference to the lives of individuals and communities Expression and language (how people express themselves) Explain how some forms of religious expression are used differently by individuals and communities Identity and experience (making sense of who we are) Make informed responses to questions of identity and experience in the light of their learning Meaning and purpose (making sense of life) Make informed responses to questions of meaning and purpose in the light of their learning Values and commitments (making sense of right and wrong) Make informed responses to people's values and commitments (including religious ones) in the light of their learning	To know that the 5K's are a way of showing commitment. To know the purpose of the Amrit ceremony. To know that there were 10 living Gurus. To know that the holy book is called Guru Granth Sahib. To understand ways in which different holy books are treated with respect. To understand that one of Sikhs main teachings is equality and how this compares with teachings and beliefs of other religions. To know the meaning of 'Sewa'.	Guru Amrit Khalsa Karah Parshad 5 K's Kirpan Kesh Kara Kangha Kachera Guru Granth Sahib Langar Golden Temple Of Amritsar Guru Nanak Sewa Gurdwara Obey Commitment Amrit Khalsa	
	Assessment of Skills		Assessment of Knowledge	
		I can show an understanding of why people show commitment in different ways. I can start to express what I think about the best way a Sikh could show commitment to God.	I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.	

Computing –Summer 1

My Animated Sprites		Topic: Programming	Year: 5	Term: Summer 1
Foundations of previous learning: Children from Year 4 are be able to... <ul style="list-style-type: none"> • use logical thinking to solve an open-ended problem by breaking it up into smaller parts. • use an efficient procedure to simplify a program. • use a sensor to detect a change which can select an action within my program. • know that I need to keep testing my program while I am putting it together. • use a variety of tools to create a program. • recognise an error in a program and debug it. • recognise that an algorithm will help me to sequence more complex programs. • recognise that using algorithms will also help solve problems in other learning such as Maths, Science and Design and Technology. 				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts To use sequence, selection, and repetition in programs; work with variables and various forms of input and output To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Computer Science: Explore setting values in code to program the speed of an object. Able to practice setting values and using co-ordinates in their code to control the movements/location of an object. Understand that the value of a variable can be programmed to generate randomly and change in response to an event. To program own game, choosing objects and events, using random number to control the movements of objects.	To use a variable to increase programming possibilities. To use 'if' and 'then' commands to select an action. To decompose a problem into smaller parts to design an algorithm for a specific outcome and use this to write a program. To use logical reasoning to detect and debug mistakes in a program. To change an input to a program to achieve a different output.	Algorithm Block Broadcast Collaboration Computational thinking Control Debug Decomposition Design Effect Event Forever Imagine Implement	Input Make mistakes Pattern Output Persevere Repeat Rotation Selection (If Then) Sequence Sprite Variable X position / Y position
	Assessment of Skills/Assessment of Knowledge			
		Can you control different sprites to show different behaviours at the same time? Can you make a sprite react to a certain condition? Can you explain how you can use the broadcast command to make something happen? Can you plan a story and help to build the different interactions required?		

PSHE –Summer 1

Relationships	Jigsaw	Year: 5	Term: Summer 1
<p>Foundations of previous learning: Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them Y2 - I can identify some of the things that cause conflict between me and my friends, I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends Y3 – I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices Y4 - I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</p>			
Unit Learning			
Themes (Puzzle pieces)	Outcomes	Vocabulary	
Recognising me Getting on and falling out Girlfriends and boyfriends Relationships and technology	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities I know how to keep building my own self esteem I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise I understand how it feels to be attracted to someone and what having a boyfriend/girlfriend might mean I understand that relationships are personal and there is no need to feel pressurised into having a boyfriend/girlfriend I understand how it feels to be attracted to someone and what having a boyfriend/ girlfriend might mean I can recognise the feeling of jealousy, where it comes from and how to manage it I understand how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to others I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others <div style="text-align: center;">Assessment</div> I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or cause harm to myself or others	Characteristics Personal qualities Self esteem Friends Compromise Negotiate Boyfriend Girlfriend Jealousy Technology Pressure	