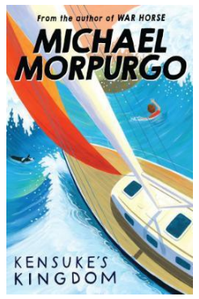
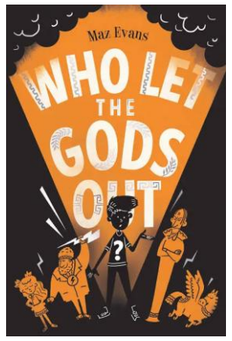
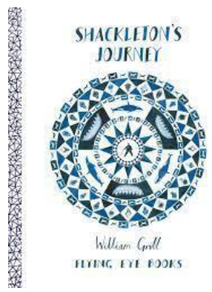
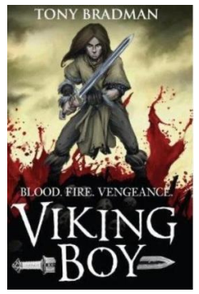
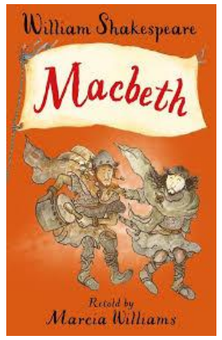
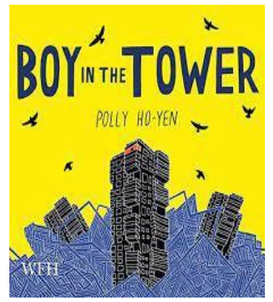
Year 5 Curriculum Map

English Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Wild Worlds to Ancient Worlds		**Theme:** Survival of the Fittest		**Theme:** Back to the Future	
Topics	Topics	Topics	Topics	Topics	Topics
					
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Ensure understanding by discussing, exploring word meanings and asking questions. Make inferences about characters and predict outcomes. Retrieve and present information from non- fiction texts.	Read and discuss diverse literature. Discover a wide range of genres, including myths, legends, fiction, literary classics, and multicultural literature. Develop appreciation and understanding of poetry. Read, write, and perform poems. Explore different poetic forms, learning poetic devices.	Analyse language. Retrieve and present information from non-fiction texts. Explain understanding through presentations and debates. Justify views with reasoned arguments.	Evaluate authors' language use and distinguish between facts and opinions. Make comparisons within and across books. Summarise text.	Read and discuss diverse literature. Explain understanding through presentations and debates. Recommend books and discuss themes and conventions. Participate in discussions, contributing and challenging views politely. Develop appreciation and understanding of poetry. Read, write, and perform poems. Explore different poetic forms, learning poetic devices, and analysing the work of poets.	Ensure understanding by discussing, exploring word meanings and asking questions. Make inferences about characters and predict outcomes. Retrieve and present information from non- fiction texts.

English Writing

Topics	Topics	Topics	Topics	Topics	Topics
Kensuke's Kingdom by Michael Morpurgo Fiction: Character Description/Diary Entry/Descriptive Writing Non-fiction: Biography	Who Let the Gods Out – Maz Evans Narrative Ode to the Gods / Trade / Journey Non-Fiction: Non-chronological Report	'Shackleton's Journey' Fiction: Diary Entry/A Fictional Job Advert Non-fiction: Formal letter/Newspaper Report	'Viking boy' by Tony Bradman Fiction: Short Viking Saga/ Character and setting description Non-fiction: A Persuasive Debate	Non-fiction: Biography, Balanced Argument, Letter writing. Fiction – enhance meaning through vocabulary, predictions,	Boy in the Tower' by Polly Ho-Yen Fiction: Narrative - Longer Alternative Ending Non-Fiction: Journalistic News Reporting Information text – linked to Science
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Punctuate simple, compound and complex sentences accurately. Compose and write a variety of text types and genres. Use a range of devices to add description and extend sentences such as relative clauses, adjectives, adverbs, powerful verbs and similes. Develop handwriting skills in order to write legibly, fluently and at an increasing speed. Learn spellings from Year 5 spelling list including pre-fix, suffix and homophones. Proofread writing for spelling and punctuation errors. Consistent and correct use of tense throughout a piece of writing. Develop stamina to write at length.	Use commas to separate items in a list and extend this to work on lists of adverbials and clause. Identify the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for own writing. Use of commas to clarify meaning or avoid ambiguity. Perform a poem using appropriate intonation, volume, and movement so that the meaning is clear to the audience. Consistent and correct use of tense throughout a piece of writing. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Distinguish difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. Use correct layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text). Understand how vocabulary and language choices can change and enhance writing. Developing initial ideas, drawing on reading and research where necessary.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for own writing. Begin to use brackets, dashes or commas to indicate parenthesis. Understand how vocabulary and language choices can change and enhance writing. Further extend the use of figurative language such as personification, metaphors, alliteration and onomatopoeia to add description.	Understand and use active and passive voice Edit work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure 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. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.	Perform own compositions, using appropriate intonation, volume, and movement so that meaning is clear to the audience.

Mathematics

Topics	Topics	Topics	Topics	Topics	Topics
Number and Place Value Addition and Subtraction	Multiplication and Division A Fractions A	Multiplication and Division B Fractions B	Decimals and Percentages Shape	Perimeter and Area Position and Direction	Decimals, Statistics, Negative Numbers and Measuring Volume
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
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 given 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.	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts.	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon known facts.	Read and write decimal numbers as fractions (for example, 0.71 = 71/100). Recognise and use thousandths and relate them to tenths, hundredths and 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 involving number up to three decimal places.	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 (cm2) and square metres (m2) and estimate the area of irregular shapes. 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.	Read and write decimal numbers as fractions (for example, 0.71 = 71/100). Recognise and use thousandths and relate them to tenths, hundredths and 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 involving number up to three decimal places.

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. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers. Use rounding to check answers to calculations 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 and why.	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal's sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Compare and order fractions whose denominators are all multiples of the same number identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (for example, 5 2 + 5 4 = 5 6 = 1 5 1). Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions (for example, 0.71 = 100 71).	Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3). Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal's sign. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates. Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number (for example, 5 2 + 5 4 = 5 6 = 1 5 1). Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams. Read and write decimal numbers as fractions (for example, 0.71 = 100 71).	Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25. 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 (o) identify: · angles at a point and one whole turn (total 360o). Angles at a point on a straight line and 1/2 a turn (total 180o). Other multiples of 90o. 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.		Read and interpret tables and graphs. Count, compare, order and find the difference using negative numbers. Understand cubic centimetres. Compare and estimate volume and capacity.

Science

Topics	Topics	Topics	Topics
Living Things and Their Habitats	Forces	Properties of Materials Changes in Materials	Space
Skills	**Skills**	**Skills**	**Skills**
Using scientific diagrams, describe the differences in the life cycles of a mammal, an amphibian, an insect, and a bird. Using scientific diagrams, describe the life process of reproduction in some plants and animals. Use the correct scientific vocabulary. Study and raise questions about the local environment in context of Saudi Arabia. Observe life-cycle changes in a variety of living things, for example, plants, flowers and animals in the local environment. Describe and compare the changes as humans develop into old age. Find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall. Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations. Recognise which secondary sources will be most useful to research their ideas and begin to separate opinions from facts.	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 using diagrams. To use the correct scientific vocabulary. To carry put a fair test.	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. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood, and plastic. 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. 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. To use the correct scientific vocabulary. To plan and carry out a fair test.	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. To use the correct scientific vocabulary. To research and collate scientific information.

Humanities

Topics	Topics	Topics	Topics	Topics
The Amazon Rainforest	Ancient Greece	Journeys and Trade	Vikings	Comparing Cities Around the World
Skills	**Skills**	**Skills**	**Skills**	**Skills**
Place knowledge: describe and understand key aspects of the place. Understand geographical similarities and differences through the study of human and physical geography of various regions. Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	Understand how our knowledge of the past is constructed from a range of sources. Continue to develop chronologically secure knowledge and understanding of world history and make connections between periods studied. Develop the use of historical terms. Answer and ask historically valid questions about similarity and difference.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Research using reliable sources. Describe and understand key aspects of land use, economic activity including trade links including Fair Trade and the distribution of natural resources including energy, food, minerals and water. In the context of Saudi Arabia. Identify latitude, longitude and northern/southern hemisphere.	Develop chronologically secure knowledge and understanding. Make connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Devise historically valid questions about change, cause, similarity and difference and significance.	Learn to locate the cities on a map and identify the countries it is locate in. Use online tools to explore, human geography, types of settlements, land use, economical activity, distribution of natural resources. Including, energy, food, minerals, oil and water. Locational Knowledge Locate the world's countries using maps, focusing on: Europe (including the UK) North & South America Identify key physical and human characteristics Links to locating London, Dammam, La Paz, Lagos (TBC) Distribution of natural resources Covered through climate, land use, and city living comparisons Current affairs.

Human geography: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.		To understand how our knowledge of the past is constructed from a range of sources.	

Computing					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Online Safety/Touch Typing	Game Creator	Coding	3D Modelling	Microsoft 365/Word/PowerPoint	PowerPoint/Excel
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Gain a greater understanding of the impact that sharing digital content can have. Review sources of support when using technology. Review children' responsibility to one another in their online behaviour. Know how to maintain secure passwords. Understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. Be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. Learn about how to reference sources in their work. Search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information. Ensure reliability through using different methods of communication. Type with increasing speed and accuracy.	Introduce the 2DIY 3D tool. Begin planning a game. Design the game environment. Design the game quest to make it a playable game. Finish and share the game. Self- and peer-evaluate.	Review existing coding knowledge. Begin to be able to simplify code. Create a playable game. Understand what a simulation is. Program a simulation using 2Code. Know what decomposition and abstraction are in Computer Science. Take a real-life situation, decompose it and think about the level of abstraction. Use decomposition to make a plan of a real- life situation. Understand how to use friction in code. Begin to understand what a function is and how functions work in code. Understand what the different variable types are and how they are used differently. Understand how to create a string. To begin to explore text variables when coding. Understand what concatenation is and how it works.	Being introduced to the 2Design and Make tool. Explore the effect of moving points when designing. Design a 3D model to fit certain criteria. Refine and print a model.	Know what a word processing tool is for. Add and edit images to a word document. Know how to use word wrap with images and text. Change the look of text within a document. Add features to a document to enhance its look and usability. Use tables within MS Word to present information. Introduce children to templates. Consider page layout including heading and columns. Create a new presentation. Use word skills within a presentation. Use animations and transitions.	Use formulae within a spreadsheet to convert measurements of length and distance. Use the count tool to answer hypotheses about common letters in use Use a spreadsheet to model a real-life problem. Use formulae to calculate area and perimeter of shapes. Create formulae that use text variables. Use a spreadsheet to help plan a school cake sale. Create a new presentation. Use word skills within a presentation. Use animations and transitions.

Art					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Principles of Design Saudi Art	Northern lights Greeks	Japan	Mandalas	Formal Elements of Art Principles of Design	Formal Elements of Art Principles of Design
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Understand depth in art, to include a foreground, middle ground and background. Use chalk pastels to create the movement seen in the northern lights.	Research the history of the Maneki Neko cat and its importance in Japanese culture. Design a Maneki Neko cat in the style of Folk artist Heather Galler.	Be able to use a compass to draw circles of different diameter. Understand different types of angle and use them to create the base for a mandala.	Create a painting with depth, to include a foreground, middle ground and background. Control the use of drawing ink with water when painting a landscape to achieve depth by increasing the vividness in the	Draw a group of still life objects in proportion to create a pleasing composition. Use a variety of mark making technique to shade objects.	Understand depth in art, to include a foreground, middle ground and background. Use chalk pastels to create the movement seen in the northern lights.

Design a Greek pot using pattern and geometric shapes. Cross-curricular: Arctic, Groovy Greeks.	Learn how to apply acrylic paint to large areas such as a background and smaller details such as faces. Choose the correct size of brush.	Appreciate the importance of mandalas in Indian culture and explain their importance. Draw small details and use radial symmetry to design a mandala. Cross-curricular: Math, how to use compass and measure angles using protractor.	foreground. Choose the correct size brush to create small details in the landscape and tree.		Design a Greek pot using pattern and geometric shapes. Cross-curricular: Arctic, Groovy Greeks.

Music					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Performance	Listening	Structure	Beat	Composition	Performance
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Learn to sing a song. Understand metre through singing and playing Instruments. Conduct a metre of four. Write lyrics. Extend arrangements of a song. Explore the descriptive music of two major composers. Listen to music and describing its effects and use of the musical Dimensions. Perform a song with expression and with attention to tone and phrasing. Create a musical background to accompany a poem.	Listen to music with focus and analysing using musical vocabulary. Relate sound sequences to images. Interpret images to create descriptive sound sequences. Develop the use of dynamics in a song. Listen to music, focusing on dynamics and texture. Learn a melodic ostinato using staff notation. Listen to music and describing its effects and use of the musical dimensions. Perform a song with expression and with attention to tone and phrasing. Create and present a performance of song, music and poetry.	Sing in three parts. Read a melody in staff. Notation. Accompany a song with tuned and untuned instrument. Compose and perform together. Sing in two parts. Combine vocal sounds in performance. Create a performance using voices and instruments in four parts. Learn about the music of an early opera. Create descriptive music.	Explore beat at different Tempi. Sing syncopated melodies. Develop rhythm skills through singing, playing and moving. Use steady beat and syncopated rhythms. Accompany a song with sung and played drones. Sing in unison and two parts. Learn and creating accompaniments for a song. Read grid or staff notation to play a bassline. Learn to perform a song with syncopated rhythms.	Understand music narrative. Interpret notation. Use a storyboard to structure sounds. Learn about the use of sound effects to movies. Explore and using narrative structure. Compose sound effects to perform with a movie. Identify changes in tempo and their effects. Explore and understanding phrase structure of a song melody. Work in groups to create descriptive movie music. Evaluate and refining compositions. Learn about using cue scores.	Sing a song in unison and three-part harmony. Learn a melody and harmony part on instruments to accompany a song. Perform ostinati and body percussion accompaniments to a song. Explore a song arrangement and its Structure. Learn a new song. Understand and using a song structure. Apply singing techniques to improve performance. Rehearse and improve an ensemble performance. Prepare a performance with awareness of audience.

PE					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
Fitness - Football	Handball - Netball	Athletics - Basketball	Tag Rugby - Cricket/Rounders	Swimming (*) - Badminton	Dodgeball - Dance
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Fitness Understand how physical activity can contribute to a healthy lifestyle. Understand the importance of being physically fit. Develop physical fitness. Recognise exercise and activities that help strength, speed and stamina **Football** Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Work effectively as part of a team and keep possession of the ball when faced with opponents.	**Handball - Netball** Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Work effectively as part of a team and keep possession of the ball when faced with opponents. Apply basic principle for attacking – Using skills to keep possession of the ball. Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate.	**Athletics** Run, jump, catch, and throw in isolation and combination. Combine and perform skills with control. Communicate, collaborate, and compete with others. Working effectively as part of a team. Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment. **Basketball** Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Work effectively as part of a team and keep possession of the ball when	**Tag Rugby** Perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. Work effectively as part of a team and keep possession of the ball when faced with opponents. Apply basic principle for attacking – Using skills to keep possession of the ball. Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. Participate in competitive games, modified where appropriate.	**Swimming (*)** Understand the benefits of swimming. Understand the principles of safe self-rescue. Develop confidence in the water. Develop skills to enable them to swim on front and back. Each pupil to be able to swim at least 25 metres and reach all elements of Key Stage 2 national curriculum swimming requirements. **Badminton** Able to hit a shuttle with good stance and grip on both forehand and backhand side, varying shot selection, height, speed and depth. *(badminton)*	**Dodgeball** Participate in games fairly, following the rules. Show good teamwork. Apply appropriate skills and tactics in game situations. Move quickly (dodge) with good control. *(dodgeball)* Improve control when moving at speed. *(dodgeball)* Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. *(dodgeball)* Apply both the putting and chipping techniques to competitive games. *(golf)*

Apply basic principle for attacking – Using skills to keep possession of the ball. Begin to apply defending principles in games; Communicating well as a team to regain possession of the ball. Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate. Participate in competitive games, modified where appropriate. Develop technique of important skills – such as passing. Keep possession of the ball when faced with opponents. Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. Change speed and direction to get away from a defender. Use a variety of tactics, like use of space and positions to keep the ball. Use simple tactics in games to achieve success as a team. Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. Increase accuracy and confidence of passing and shooting skills. Increase accuracy and control when passing and catching whilst moving at speed. Participate in competitive games, following the rules and playing fair. Continue to improve different ways to pass – fast, slow, high, low.	Participate in competitive games, modified where appropriate. Develop technique of important skills – such as passing. Keep possession of the ball when faced with opponents. Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball. Change speed and direction to get away from a defender. Use a variety of tactics, like use of space and positions to keep the ball. Use simple tactics in games to achieve success as a team. Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. 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Use simple tactics in games to achieve success as a team. Apply basic principle for attacking – choosing when to pass or dribble to keep possession of a ball. Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space. Increase accuracy and confidence of passing and shooting skills. Increase accuracy and control when passing and catching whilst moving at speed. Participate in competitive games, following the rules and playing fair. Continue to improve different ways to pass – fast, slow, high, low. **Cricket/Rounders** Show good awareness of others in game situations. Adapt games and activities making sure everyone has a role to play. Develop control and technique whilst performing skills at speed. Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs. Work as part of a team, communicating well with others. Begin to bowl at different speeds.	Improve consistency of shots, noticing longer rallies. Use different racket skills and types of movement during a competitive or cooperative rally. To participate in rallies with and without a racket. Demonstrate skills learnt during the unit when competing against others, including serving, returning a serve, and shot accuracy when moving at a quick pace. Can demonstrate fast paced movements, fluently changing direction and speed. Hit the ball with purpose. Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area. Participate in competitive games, modified where appropriate. Use good footwork that allows the ball to be hit with good technique. Adopt a good ready position and show good position on court. Show good awareness of others in game situations. Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.	Show control and control to make accurate shots. Begin to develop the driving technique. *(golf)* Increase accuracy and distance when practicing the driving technique and participate in driving games. *(golf)* **Dance** Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus. Use basic compositional principles when creating dances – combining movements fluently and effectively. Perform a range of movements accurately with a sense of rhythm. Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.

Spanish					
Topics	**Topics**	**Topics**	**Topics**	**Topics**	**Topics**
My World: Routines and School Times Dates and Numbers Telling the Time Daily Routines School Timetable Hispanic Celebrations: Columbus Day	My Surroundings: My Town and Area the Geographical Area I Live Places in my City or Town Locations and Directions in Town Hispanic Festivities	My World: Family and Professions Family, Professions and Occupations The Hispanic World: Guatemala and The Mayans	My World: Family and Descriptions The Hispanic World: The Mayans Civilisation	Leisure Time Hobbies and Indoor and Outdoor Sports in your Free Time	Leisure Time Television Programmes and Musical Instruments The Hispanic World: Famous Artists
Skills	**Skills**	**Skills**	**Skills**	**Skills**	**Skills**
Revise numbers and days of the week. Recap telling the time. Describe daily routines. Say what school subjects you have during the week. Know about the discovery of the American continent.	Name geographical areas where you live using the verb 'vivo'. Identify different places in your town or city. Say where places are located and give descriptions. Ask or give directions in town using right or left phrases. Familiarise with end of year festivities.	To name family members and say whether you have siblings using the verb 'tengo' and negatives. Say what your family members do for a living using the verb to be 'es' and the correct gender. Familiarise with facts about Guatemala and the Mayans.	Describe yourself physically using the verb 'soy' and others using 'es'. Recap on family members using the verb 'tengo' and negatives and their professions using the verb 'es'. Complete end of term assessment. Discover more facts about the Mayans.	Describe different types of weather using intensifiers. Say what activities and hobbies you do giving opinions and reasons. Say what sport you do and practise giving opinions and reasons.	Describe what television programmes, you watch giving opinions and reasons. Say what musical instruments you play giving your reason. Complete end of term assessment Familiarise with the work of Picasso and Gaudi.

STEM		
Topics	**Topics**	**Topics**
Bird Feeder	Balloon Powered Vehicle	Bread Making
Skills	**Skills**	**Skills**
Design, make, plan and evaluate. Cut and join. Testing and making changes.	Recap of forces, linked to previous Science learning. Design, make, plan and evaluate. Cut and join. Testing and making changes.	Instructions for recipe (writing own). Following a recipe. Measuring skills. Food hygiene. Safe use of equipment. Safe use of oven. Make and evaluate.