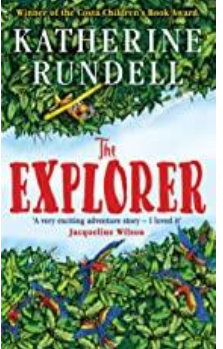
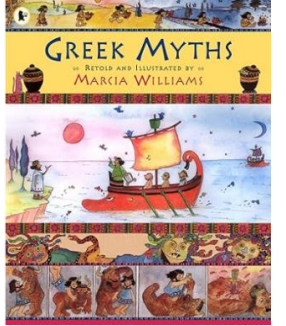
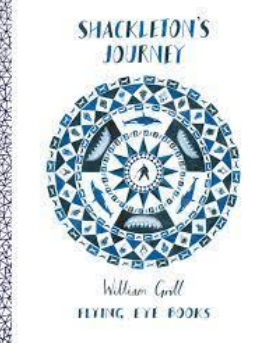
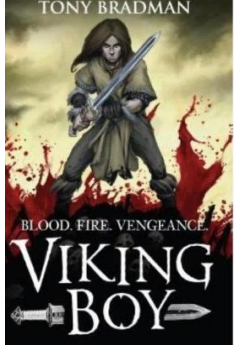
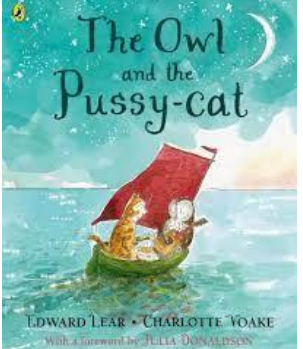
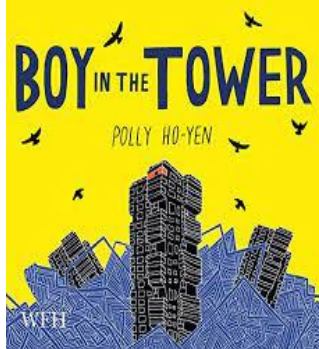




Year 5 Curriculum Map

English Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Explorer	Theme: Ancient Greece	Theme: Survival	Theme: Vikings	Theme: Space the Final Frontier	Theme: Journeys
Topics	Topics	Topics	Topics	Topics	Topics
	 Poem: The Magic Box				
Skills	Skills	Skills	Skills	Skills	Skills
<p>Ensure understanding by discussing, exploring word meanings and asking questions.</p> <p>Make inferences about characters and predict outcomes.</p> <p>Retrieve and present information from non-fiction texts.</p> <p>Narrative opening</p>	<p>Read and discuss diverse literature.</p> <p>Discover a wide range of genres, including myths, legends, fiction, literary classics, and multicultural literature.</p> <p>Memorise a broader selection of poetry.</p> <p>Prepare and perform poems and plays effectively.</p> <p>Greek Myth/Narrative/Poem</p>	<p>Analyse language.</p> <p>Retrieve and present information from non-fiction texts.</p> <p>Explain understanding through presentations and debates.</p> <p>Justify views with reasoned arguments.</p> <p>Diary entry/Newspaper writing</p>	<p>Evaluate authors' language use and distinguish between facts and opinions.</p> <p>Make comparisons within and across books.</p> <p>Summarise text.</p> <p>Persuasive Writing/ Historical Narrative</p>	<p>Read and discuss diverse literature.</p> <p>Explain understanding through presentations and debates.</p> <p>Science-Fiction/Warning Story/Long Narrative</p>	<p>Recommend books and discuss themes and conventions.</p> <p>Participate in discussions, contributing and challenging views politely.</p> <p>Narrative ending/Nonsense Poetry</p>

English Writing					
Topics	Topics	Topics	Topics	Topics	Topics
'The Explorer by Katherine Rundell	'Greek Myths' by Maria Williams	'Shackleton's Journey'	'Viking boy' by Tony Bradman	'Space Monkey' Video 'Pandora' Video and 'The Owl and The Pussycat'	'Boy in the Tower' and 'Jabberwocky'
Skills	Skills	Skills	Skills	Skills	Skills
<p>Narrative opening Biographies</p>	<p>Greek Myth Adventure Narrative</p>	<p>Diary entry Newspaper Writing</p>	<p>Descriptive writing Writing to inform</p>	<p>Persuasive writing Non-chronological report</p>	<p>Narrative ending Nonsense Poetry</p>

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
Skills	Skills	Skills	Skills	Skills	Skills
<p>Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.</p> <p>Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.</p> <p>Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.</p> <p>Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.</p> <p>Solve number problems and practical problems that involve all of the above.</p> <p>Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.</p> <p>Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).</p> <p>Add and subtract numbers mentally with increasingly large numbers.</p> <p>Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.</p> <p>Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>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.</p> <p>Multiply and divide numbers mentally drawing upon known facts.</p> <p>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.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</p> <p>Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.</p> <p>Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equal's sign.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>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.</p> <p>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, $5\frac{2}{3} + 5\frac{4}{6} = 5\frac{6}{6} = 1\frac{5}{6}$).</p>	<p>Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>Know and use the vocabulary of prime numbers, prime factors and composite (nonprime) numbers.</p> <p>Establish whether a number up to 100 is prime and recall prime numbers up to 19.</p> <p>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.</p> <p>Multiply and divide numbers mentally drawing upon known facts</p> <p>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.</p> <p>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).</p> <p>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.</p> <p>Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</p> <p>Compare and order fractions whose denominators are all multiples of the same number.</p> <p>Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.</p> <p>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, $5\frac{2}{3} + 5\frac{4}{6} = 5\frac{6}{6} = 1\frac{5}{6}$).</p>	<p>Read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$).</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>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.</p> <p>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 fractions with a denominator of a multiple of 10 or 25.</p> <p>Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.</p> <p>Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.</p> <p>Draw given angles, and measure them in degrees (o) identify: \cdot angles at a point and one whole turn (total 360o).</p> <p>Angles at a point on a straight line and $\frac{1}{2}$ a turn (total 180o).</p> <p>Other multiples of 90o.</p> <p>Use the properties of rectangles to deduce related facts and find missing lengths and angles.</p> <p>Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.</p>	<p>Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.</p> <p>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.</p> <p>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.</p>	<p>Read and write decimal numbers as fractions (for example, $0.71 = \frac{71}{100}$).</p> <p>Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</p> <p>Round decimals with two decimal places to the nearest whole number and to one decimal place.</p> <p>Read, write, order and compare numbers with up to three decimal places.</p> <p>Solve problems involving number up to three decimal places.</p> <p>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.</p> <p>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 fractions with a denominator of a multiple of 10 or 25.</p>

	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).	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).			
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Science					
Topics	Topics	Topics	Topics	Topics	Topics
Living Things and Their Habitats	Forces	Properties of Materials	Changes in Materials	Space	
Skills	Skills	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. To use the correct scientific vocabulary.	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. To use the correct scientific vocabulary. To plan and carry out a fair test.	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, including changes associated with burning and the action of acid on bicarbonate of soda. 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	Topics
Saudi – Local Geography	Ancient Greece	Saudi/Alps Comparison	Vikings	Journeys and Trade	
Skills	Skills	Skills	Skills	Skills	Skills
Use a map to identify physical and human features. Identify latitude, longitude and northern/southern hemisphere. Describe climate and physical features such as mountains. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Understand how our knowledge of the past is constructed from a range of sources. Continue to develop a 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. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Develop a 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. To understand how our knowledge of the past is constructed from a range of sources.	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, and the distribution of natural resources including energy, food, minerals and water.	Use a map to identify physical and human features. Identify latitude, longitude and northern/southern hemisphere. Describe climate and physical features such as mountains. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Computing

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

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
<p>Create an Al Asiri pattern achieving balance and pattern through the use of shape and colour with colour pencils.</p> <p>Study the art of Abdulmohsen AlRowais and recreate it using images of local Saudi culture.</p> <p>Cross-curricular; humanities, local Saudi culture.</p>	<p>Understand depth in art, to include a foreground, middle ground and background.</p> <p>Use chalk pastels to create the movement seen in the northern lights.</p> <p>Design a Greek pot using pattern and geometric shapes.</p> <p>Cross-curricular; Arctic, Groovy Greeks.</p>	<p>Research the history of the Maneki Neko cat and its importance in Japanese culture.</p> <p>Design a Maneki Neko cat in the style of Folk artist Heather Galler.</p> <p>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.</p>	<p>Be able to use a compass to draw circles of different diameter.</p> <p>Understand different types of angle and use them to create the base for a mandala.</p> <p>Appreciate the importance of mandalas in Indian culture and explain their importance.</p> <p>Draw small details and use radial symmetry to design a mandala.</p> <p>Cross-curricular; Math, how to use compass and measure angles using protractor.</p>	<p>Create a painting with depth, to include a foreground, middle ground and background.</p> <p>Control the use of drawing ink with water when painting a landscape to achieve depth by increasing the vividness in the foreground.</p> <p>Choose the correct size brush to create small details in the landscape and tree.</p>	<p>Draw a group of still life objects in proportion to create a pleasing composition.</p> <p>Use a variety of mark making technique to shade objects.</p>

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. 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.	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. 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	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 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.	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. 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.	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. (<i>badminton</i>) 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	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. (<i>dodgeball</i>) Improve control when moving at speed. (<i>dodgeball</i>) Increase accuracy and consistency of throws, including a side shot throw, towards a moving target. (<i>dodgeball</i>) Apply both the putting and chipping techniques to competitive games. (<i>golf</i>) Show control and control to make accurate shots. Begin to develop the driving technique. (<i>golf</i>) Increase accuracy and distance when practicing the driving technique and participate in driving games. (<i>golf</i>) Dance Continue to develop a broader range of skills and movement patterns, exploring

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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.</p>
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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 Family and Physical 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.

DT					
Topics	Topics	Topics	Topics	Topics	Topics
Bird Feeder		Balloon Powered Vehicle		Bread Making	
Skills	Skills	Skills	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. Food hygiene. Safe use of equipment. Safe use of oven and oven top. Make and evaluate. Measuring skills.	

