



## Cycle B Bitterley CE Primary School

### OAKS Class- Year 5 and 6

Term	Autumn	Spring	Summer
<b>Project</b>			
<b>Equality/Diversity/Inclusion/Responsibility</b> <b>Project starter question.</b> <b>This thread should run through your project</b>			
<b>English</b>	<p><b>TYPE – Defeating a Monster</b> Focus – Setting Model text – <i>The Old Mill</i></p> <p><b>Non-Fiction</b> <b>Text Type – information</b> Model text – storm unicorn</p> <p><b>Poetry</b> Focus – Spine poem – unicorn</p> <p><b>Fiction</b> <b>TYPE – Warning</b> Focus – Model text – <i>The Railway Tracks</i></p> <p><b>Non-Fiction</b> <b>Text Type – Persuasive</b> Model text – <i>Don't play on the tracks</i></p> <p><b>Poetry</b> Focus – <i>List poem</i></p>	<p><b>Fiction</b> <b>TYPE – Portal</b> Focus – opening &amp; ending Model text – Alien Landing</p> <p><b>Non-Fiction</b> <b>Text Type – Discussion</b> Model text – Do Aliens exist</p> <p><b>Poetry</b> Focus – List poem Model – My alien</p> <p><b>Fiction</b> <b>TYPE – Portal Story</b> Focus – <i>Character</i> Model text – <i>The Gas Mask</i></p> <p><b>Non-Fiction</b> <b>Text Type - Information</b> Model text – <i>Safety Gadget?</i></p> <p><b>Poetry</b> Focus – Spine poem</p>	<p><b>Fiction</b> <b>TYPE – Defeating a monster tale</b> Focus – Suspense Model text – <i>Manor House</i></p> <p><b>Non-Fiction</b> <b>Text Type – Persuasive</b> Model text – Manor House for Sale</p> <p><b>Poetry</b> Focus – <i>Spine poem</i></p> <p><b>Fiction</b> <b>TYPE – Defeating a monster tale</b> Focus – <i>Action</i> Model text – <i>Beowulf</i></p> <p><b>Non-Fiction</b> <b>Text Type – New Report</b> Model text – Grendel Finally defeated!</p> <p><b>Poetry</b> Focus – <i>Spine poem</i></p>

	<p><b>Spellings</b> - Spelling Shed Spelling rules 1 – 12</p> <p><b>Grammar</b> - Spelling Shed Formal and informal writing Recognising punctuation marks Recognising Independent clauses Dashes, colons and semi colons to link independent clauses Cohesive devices Passive and Active voice Synonyms and antonyms Adding colons at the start of a list The subjunctive form</p>	<p>Model – setting from a photograph</p> <p><b>Spelling</b> - Spelling Shed Spelling Rules - 13-24.</p> <p><b>Grammar</b> – Spelling Shed Bullet points for items in a list Hyphens to avoid ambiguity Use of question tags Incorporating a variety of layout devices to structure text Recap of KS2 grammar curriculum Determiners, relative clauses, prepositions, fronted adverbials, modal verbs, parenthesis</p>	<p><b>Spelling</b> - Spelling Shed Spelling Rules 25-36.</p> <p><b>Grammar</b> – Spelling Shed Revision and revisiting of rules.</p>
<b>Mathematics</b>	<p><u>Whiterose</u> <b>Year 5</b> Week 1-3 Place Value Week 4-5 Addition and subtraction Week 5-8 Multiplication and division Week 9-12 Fractions</p> <p><b>Year 6</b> Week 1-3 Place Value Week 4- 8 All operations Week 9-12 Fractions</p>	<p><u>Whiterose</u> <b>Year 5</b> Week 1-3 Multiplication and division Week 4-5 Fractions Week 6-8 Decimals and percentages Week 9-10 Perimeter and area Week 11-12 Statistics</p> <p><b>Year 6</b> Week 1-2 Ratio Week 3-4 Algebra Week 5-6 Decimals Week 7-8 Fractions, decimals and percentages Week 9-10 Area, perimeter and volume Week 11-12 Statistics</p>	<p><u>Whiterose</u> <b>Year 5</b> Week 1-3 Shape Week 4-5 Position and direction Week 6-8 decimals Week 9 Negative numbers Week 10-11 converting units Week 12 measurements</p> <p><b>Year 6</b> Week 1-3 Shape Week 4 geometry, position and shape Week 5 Converting measures Week 6-12 Themed projects, consolidation and problem solving.</p>
<b>Science</b>	<p><b>Earth and space</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> </ul>	<p><b>Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>

	<ul style="list-style-type: none"> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</li> <li>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	
<b>RE</b>	<p><b>Creation and Fall. Creation and Science. Conflicting or complimentary?</b></p> <p><b>Incarnation: Was Jesus the Messiah?</b></p>	<p><b>People Of God. How can following God bring freedom and justice?</b></p> <p><b>Salvation: What did Jesus do to save human beings?</b></p>	<p><b>Kingdom Of God: What kind of King is Jesus?</b></p> <p><b>What does it mean to be a Muslim in Britain today?</b></p>
<b>History</b>	<p><b>British history 6: What was the impact of World War II on the people of Britain?</b></p> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires;</li> </ul>	<p><b>What did the Greeks ever do for us?</b></p> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies;</li> </ul>	<p><b>Unheard histories: Who should go on the banknote</b></p> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> <li>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</li> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and</li> </ul>

	<p>characteristic features of past non-European societies; achievements and follies of mankind</p> <ul style="list-style-type: none"> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>	<p>achievements and follies of mankind</p> <ul style="list-style-type: none"> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>	<p>dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <ul style="list-style-type: none"> <li>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry</li> <li>understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> </ul>
<p><b>Geography</b></p>	<p><b>Why do oceans matter?</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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.</li> </ul>	<p><b>What is life like in the Alps?</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region</li> </ul>	<p><b>Why does population change?</b></p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> </ul>

		<p>within North or South America</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>	<p>studied</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Art</b></p>	<p><b>2D Drawing to 3D Making</b>  <b>Drawing, Sketchbooks, Making</b>  Lubaina Himid, Claire Harrup</p> <ul style="list-style-type: none"> <li>Pupils will become familiar with the idea that artists can paint on wood to create flat, standing images which viewers can walk amongst. They will record their thoughts and feelings about the artworks seen in their sketchbooks.</li> <li>Pupils start creating “flat yet sculptural” artwork.</li> <li>To use the paper as a collage material</li> <li>To use methods of construction to transform them into sculptures.</li> </ul>	<p><b>Activism</b>  <b>Printmaking (Stencil, Screen Print), Draw, Collage, Sketchbooks</b>  Luba Lukova, Faith Ringgold, Shepard Fairey</p> <ul style="list-style-type: none"> <li>Pupils will respond to the work of contemporary artists and designers, Luba Lukova, Faith Ringgold, Kate DeCiccio.</li> <li>Pupils will compare the artists and will share their thoughts in peer discussion.</li> <li>Pupils will work in sketchbooks to explore their own voice and message.</li> <li>Option 2: Pupils will make a simple folded sketchbook to create a zine. They will modify found wording and imagery from magazines to communicate their message in their zine.</li> </ul>	<p><b>Take a Seat link history who should be on a bank note</b>  <b>Design, Making, Drawing, Sketchbooks</b>  Yinka Ilori</p> <ul style="list-style-type: none"> <li>Pupils will become familiar with the artist Yinka Ilori and record and reflect on his work in sketchbooks.</li> <li>They will explore the visual elements of chairs, including talking about materials, form and structure, through observational drawing in sketchbooks.</li> <li>Pupils will use a wide variety of materials to manipulate and construct 3D ‘doodles’ in response to making prompts.</li> <li>Pupils will be challenged to become furniture designers and invited to create a chair which expresses their personality.</li> </ul>

		<ul style="list-style-type: none"> <li>Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.</li> </ul>	<ul style="list-style-type: none"> <li>They will record and develop their ideas in sketchbooks.</li> <li>Pupils will display their chairs in a clear space, alongside their sketchbook work, and walk around the room as if in a gallery.</li> </ul>
<b>Music</b>	<p><b>Year 6: Songs of World War 2</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul> <p><b>Year 5: Looping and remixing</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Year 6: Dynamics, pitch and texture</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p><b>Year 5: Composition to represent the festival of colour (Theme: Holi festival)</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Year 5: South and West Africa</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p><b>Year 6: Composing and performing a Leavers' song**</b></p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
<b>Computing</b>	<p>Creating media – Web page creation 6:2</p> <p><b>Project Evolve E-Safety (Y5 then Y6 coverage)</b> Managing Online Information</p>	<p>Data and information – Introduction to Spreadsheets 6:4</p> <p><b>Project Evolve E-Safety (Y5 then Y6 coverage)</b> Health, Wellbeing and Lifestyle</p>	<p>Creating Media – 3D modelling 6:5</p> <p><b>Project Evolve E-Safety (Y5 then Y6 coverage)</b></p> <ul style="list-style-type: none"> <li>Privacy and Security</li> <li>Copyright and Ownership</li> </ul>

## Design Technology

### Textiles: Stuffed Toys link WW2

- Designing a stuffed toy, considering the main component shapes required and creating an appropriate template.
- Considering the proportions of individual components.
- Creating a 3D stuffed toy from a 2D design.
- Measuring, marking and cutting fabric accurately and independently .
- Creating strong and secure blanket stitches when joining fabric.
- Threading needles independently.
- Using appliqué to attach pieces of fabric decoration.
- Sewing blanket stitch to join fabric.
- Applying blanket stitch so the spaces between the stitches are even and regular.
- Testing and evaluating an end product and giving point for further improvements.
- To know that blanket stitch is useful to reinforce the edges of a fabric material or join two pieces of fabric.
- To understand that it is easier to finish simpler designs to a high standard. • To know that soft toys are often made by creating appendages separately and then attaching them to the main body.
- To know that small, neat stitches which are pulled taut are important to ensure that the soft toy is strong and holds the stuffing securely.

### Digital world: Navigating the world

- Writing a design brief from information submitted by a client.
- Developing design criteria to fulfil the client's request.
- Considering and suggesting additional functions for my navigation tool.
- Developing a product idea through annotated sketches.
- Placing and manoeuvring 3D objects, using CAD.
- Changing the properties of, or combining one or more 3D objects, using CAD.
- Considering materials and their functional properties, especially those that are sustainable and recyclable (for example, cork and bamboo).
- Explaining material choices and why they were chosen as part of a product concept.
- Programming an N,E, S, W cardinal compass.
- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.
- Developing an awareness of sustainable design.
- Identifying key industries that utilise 3D CAD modelling and explaining why.
- Describing how the product concept fits the client's request and how it will benefit the customers.
- Explaining the key functions in my program, including any additions.
- Explaining how my program fits the design criteria and how it would be useful as part of a navigation tool.
- Explaining the key functions and features of my navigation tool to the client as part of a product concept pitch.
- Demonstrating a functional program as part of a product concept pitch.
- To know that accelerometers can detect movement.
- To understand that sensors can be useful in products as they mean the product can function without human input.

### Mechanical systems: Automata toys

- Experimenting with a range of cams, creating a design for an automata toy based on a choice of cam to create a desired movement.
- Understanding how linkages change the direction of a force.
- Making things move at the same time.
- Understanding and drawing cross-sectional diagrams to show the inner-workings of my design.
- Measuring, marking and checking the accuracy of the eluting and dowel pieces required.
- Measuring, marking and cutting components accurately using a ruler and scissors. • Assembling components accurately to make a stable frame.
- Understanding that for the frame to function effectively the components must be cut accurately and the joints of the frame secured at right angles.
- Selecting appropriate materials based on the materials being joined and the speed at which the glue needs to dry/set.
- Evaluating the work of others and receiving feedback on own work.
- Applying points of improvement to their toys.
- Describing changes they would make/do if they were to do the project again.
- To understand that the mechanism in an automata uses a system of cams, axles and followers.
- To understand that different shaped cams produce different outputs.
- To know that an automata is a hand powered mechanical toy.
- To know that a cross-sectional diagram shows the inner workings of a product. • To understand how to use a bench hook and saw safely.
- To know that a set square can be used to help mark 90° angles.

<p><b>PSHE/ RSE</b></p>	<p><b><u>Year 6 Being me in my world</u></b>  <b><u>Key outcomes</u></b></p> <ul style="list-style-type: none"> <li>I can explain how my choices can have an impact on people in my immediate community and globally.</li> <li>I can empathise with others in my community and globally and explain how this can influence the choices I make.</li> </ul> <p><b><u>Year 6 Celebrating difference</u></b>  <b><u>Key outcomes</u></b></p> <ul style="list-style-type: none"> <li>I can explain ways in which difference can be a source of conflict or a cause for celebration.</li> </ul> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p><b><u>Year 6 Dreams and goals</u></b>  <b><u>Key outcomes</u></b></p> <ul style="list-style-type: none"> <li>I can explain different ways to work with others to help make the world a better place.</li> <li>I can explain what motivates me to make the world a better place.</li> </ul> <p><b><u>Year 6 Healthy Me</u></b>  <b><u>Key outcomes</u></b></p> <ul style="list-style-type: none"> <li>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</li> </ul> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p><b><u>Year 6 Relationships</u></b>  <b><u>Key outcomes</u></b></p> <ul style="list-style-type: none"> <li>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</li> <li>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</li> </ul> <p>Changing Me. RSHE</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</li> <li>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</li> </ul> <p>Year 6</p> <ul style="list-style-type: none"> <li>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</li> <li>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</li> </ul>
<p><b>PE</b></p>	<p><b><u>Football PE Hub Planning – Year 5</u></b></p> <ul style="list-style-type: none"> <li>Play in competitive games developing fluency in skills and techniques.</li> </ul>	<p><b><u>Swimming (2nd Half Term):</u></b>  Intermediate</p> <ul style="list-style-type: none"> <li>Develop gliding skills to travel underwater</li> </ul>	<p><b><u>Outdoor and Adventurous</u></b></p> <ul style="list-style-type: none"> <li>Compare performance with previous performances</li> </ul>

	<ul style="list-style-type: none"> <li>• Able to recognise where improvements could be made in their work</li> <li>• Select and combine more complex skills in game situations</li> </ul> <p><b>Football PE Hub Planning – Year 6</b></p> <ul style="list-style-type: none"> <li>• Play in competitive games developing fluency in skills and techniques.</li> <li>• Work in collaboration to play in different formations.</li> <li>• Compare team performance against other team performances.</li> </ul> <p><b>Basketball</b> <b>PE Hub Planning – Year 5</b></p> <ul style="list-style-type: none"> <li>• Play competitively using basketball rules</li> <li>• Work to improve strength, stamina and flexibility to help with basketball skills</li> </ul> <p><b>PE Hub Planning – Year 6</b></p> <ul style="list-style-type: none"> <li>• Work to improve agility and strength and play competitively</li> <li>• Learn how to use a broader range of skills in different ways</li> </ul> <p><b>Cross country practise.</b></p>	<ul style="list-style-type: none"> <li>• Develop skills further to submerge and pick up objects</li> <li>• Master basic swimming actions and apply confidently</li> <li>• Apply control and balance to swimming movements</li> <li>• Compete against self to improve speed and distance</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• Develop and apply a broad range of skills including collecting, carrying and floating</li> <li>• Increase proficiency in backstroke</li> <li>• Swim confidently over longer distances using a recognised stroke</li> <li>• Perform self-rescue in different situations</li> <li>• Engage in swimming for sustained periods of time improving weaker strokes</li> </ul> <p><b>Gymnastics</b> <b>PE Hub Planning – Unit 1 Year 5</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with a partner to perform.</li> <li>• Compare performance with previous performances.</li> <li>• Develop flexibility, balance, strength and control.</li> </ul> <p><b>PE Hub Planning – Unit 1 Year 6</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with a partner and in small groups to perform.</li> <li>• Compare performance with previous performances and demonstrate improvement to achieve personal best.</li> <li>• Develop flexibility, balance, strength and control.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply a range of skills to complete a task</li> <li>• Practise using problem-solving skills</li> </ul> <p><b>Cricket</b> <b>PE Hub Planning – Year 5</b></p> <ul style="list-style-type: none"> <li>• Play in competitive games developing power, flexibility and cardiovascular endurance.</li> <li>• Able to recognise where improvements could be made in their work.</li> <li>• Select and combine more complex skills in game situations.</li> </ul> <p><b>PE Hub Planning – Year 6</b></p> <ul style="list-style-type: none"> <li>• Play in competitive games developing fluency in skills and techniques</li> <li>• Work in collaboration to apply defensive and attacking skills</li> <li>• Compare team performance against other team performances</li> </ul> <p><b>Tennis</b> <b>PE hub planning year 5</b></p> <ul style="list-style-type: none"> <li>• Play competitively against others and work together with others</li> <li>• Work hard to challenge self to improve the consistency of shots including newly learnt shots</li> <li>• Implement basic tactics in gameplay</li> </ul> <p><b>PE hub planning year 6</b></p> <ul style="list-style-type: none"> <li>• Play competitively against others and work together with others in gameplay</li> <li>• Work hard to challenge self to improve the consistency of shots including newly learnt shots</li> <li>• Implement basic tactics and score games using an appropriate scoring system</li> </ul>
<b>FRENCH</b>	<p><b>French Transport</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and</li> </ul>	<p><b>Music in France</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show</li> </ul>	<p><b>Visiting a French town</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show</li> </ul>

	<p>responding.</p> <ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><b>In My House</b></p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audience.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express</li> </ul>	<p>understanding by joining in and responding.</p> <ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Engage in conversations; 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how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><b>French verbs in a week</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> </ul>	<p>understanding by joining in and responding.</p> <ul style="list-style-type: none"> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audience.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul> <p><b>French sports and the Olympics</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and</li> </ul>
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	<p>ideas clearly.</p> <ul style="list-style-type: none"> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audience.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Appreciate stories, songs, poems and rhymes in the language.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>	<p>help.</p> <ul style="list-style-type: none"> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally to a range of audience.</li> <li>• Read carefully and show understanding of words, phrases and simple writing.</li> <li>• Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.</li> <li>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</li> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</li> </ul>
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