

## Physical Education

- **Gymnastics**
  - Develop flexibility, strength, technique, control, balance.
- **Dance**
  - Compose creative and imaginative dance sequences.
  - Perform expressively and hold a precise and strong body posture.
  - Express an idea in original and imaginative ways
- **Swimming**
  - swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively.

## Computing

- **Basic Computer Skills**
  - Typing, drag and drop.
  - Saving/locating documents.
  - Logging into network/Google Classrooms.
- **Information Texts**
  - Using information found online to create an information text about Shackleton's Journey.
  - Using basic skills (above)

## Science

- **Chemistry**
  - Properties and Changes of Materials - 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.
  - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- **Physics**
  - Forces: Identify the effect of air resistance, water resistance and friction that act between moving surfaces.

## PHSE

- **New Beginnings, Protective Behaviours**
  - Know how to learn well together
  - Know how compromise
  - Know how to cope with uncomfortable feelings
  - Know the difference between a fun to feel scared and a risking on purpose activity.
  - Learning to understand the importance of choice, control and time limit in making safer choices.
  - know that no-one has the right to hurt children, not even someone they know
  - Understand that I can talk with someone about anything, even if it feels awful or small

## Art

- **Anglo Saxon & Vikings Art**
  - Use the qualities of watercolour and acrylic paints to create visually interesting pieces.
  - Combine colours, tones and tints to enhance the mood of a piece.
  - Use brush techniques and the qualities of paint to create texture
  - Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight).
  - Use tools to carve and add shapes, texture and pattern.
  - Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations.

## Maths

- Place Value
- Addition and Subtraction
- Factors, Multiples and Prime Numbers
- Multiplication and Division



# Anglo Saxons and Vikings Year 5

## English

- **Arthur and the Golden Rope**
  - Book talk      Reading Aloud
  - Role on the Wall      Story Mapping
  - Story Telling      Visualisation
  - Freeze Frame      Thought Tracking
  - Conscience Alley      Writing in Role
  - Poetry      Letter Writing
  - Non-Chronological Report
- **Shackleton's Journey**
  - Reading aloud      Reader's theatre
  - Book talk      Writing in Role
  - Visualising      Shared Writing
  - Note writing      Text Marking
  - Letter Writing      Newspaper reports
  - Speeches      Poetry

## Geography

- **United Kingdom & Scandinavia and South American & Antarctica**
  - Understand some of the reasons for geographical similarities and differences between countries.
  - Describe how locations around the world are changing and explain some of the reasons for change.
  - Describe geographical diversity across the world.
  - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
  - Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.

## History

- **Anglo Saxons and Vikings**
  - Use sources of evidence to deduce information about the past.
  - Select suitable sources of evidence, giving reasons for choices.
  - Understand that no single source of evidence gives the full answer to questions about the past.
  - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
  - Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.
  - Use dates and terms accurately in describing events.
  - Use appropriate historical vocabulary to communicate, including dates, time, era, chronology, continuity, change, century, decade, legacy.
  - Use original ways to present information and ideas.

## Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical (Drums)
- Sing or play from memory with confidence.
- Sing or play expressively and in tune.
- Create rhythmic patterns and an awareness of timbre and duration.

## Religious Education

- **Christianity**
  - Where did the Bible come from?
  - Features and contents of the Bible
- **Muslims**
  - Who was Muhammed and why is he important to Islam?
  - The impact Muhammed has had on History
  - Study of the Qur'an.

## MFL

- Able to follow basic instructions
- Sports and correct verb tense
- Adjectives and dictionary Skills