

PE

- ❖ **Basketball**
 - Shooting and blocking
 - Using correct foot movement
 - Building offensive (attacking) as a team
 - Different types of passes and their uses in a match
 - Rebounding ball and how to create space
 - Use all the taught skills effectively when under pressure.
- ❖ **Gymnastics**
 - Develop flexibility, strength, technique, control, balance.
- ❖

Science

- ❖ **Earth & Space**
 - 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.
 - Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.

Modern Foreign Languages (French)

- ❖ **Using a range of skills to cover months, food and family.**
 - Read and understand a range of familiar written phrases.
 - Apply phonic knowledge of the language to support reading and writing.
 - Use context & previous knowledge to determine meaning.
 - Use mental association to help remember words.

Religious Education

- ❖ **Judaism**
 - Features of worship in Judaism
 - Significance of praying and worshipping
 - The meaning of Jewish rituals in relation to joining the Jewish community.
- ❖ **Buddhism**
 - Who was Buddha and why is he important to Buddhists?
 - Beliefs and teachings of Buddhism
 - Where do Buddhists worship and what are their symbols?

Art & Design

- ❖ Investigate the art work of Peter Thorpe.
- ❖ Show how the work of those studied was influential in both society and to other artists.
- ❖ Use a variety of techniques to add interesting effect.
- ❖ Combine colours, tones and tints to enhance the mood of a piece.

Music

- ❖ Charanga – Singing and instruments.
- ❖ African Drumming Workshop

Maths

- ❖ **Fractions, Decimals, Percentages**
 - Adding, subtracting and multiplying fractions and decimals
 - Fractions as decimals and percentages
 - Order and compare fractions, decimals and percentages
- ❖ **Percentages, Decimals**
 - Read and Write decimals as fractions
 - Round decimals
 - Order and compare fractions
 - Make connections between fractions, decimals and percentages
- ❖ **Measurement**
 - Perimeter and Area



The Final Frontier!

Year 5

English – Power of Reading

- ❖ **Cosmic – Frank Cottrell Boyce (fiction)**
 - Identify and discuss themes in reading
 - Prepare and perform poetry and play scripts.
 - Discuss and evaluate how authors use language.
 - Reading aloud and rereading
 - Writing in role
 - Visualising
 - Shared writing
- ❖ **Skellig**
 - Free writing
 - Free verse poetry
 - Annotating
 - Field notes
 - Shrine boxes and autobiographical writing
 - Letter writing
 - Writing in role
 - Bookmaking

Geography

- ❖ Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones.
- ❖ Describe how locations around the world are changing and explain some of the reasons for change.
- ❖ Analyse and give views on the effectiveness of different geographical representations of a location.
- ❖ Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes
- ❖ Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

History

- ❖ Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural.
- ❖ Compare some of the times studied with those of the other areas of interest around the world
- ❖ Identify periods of rapid change in history and contrast them with times of relatively little change.
- ❖ Use dates and terms accurately in describing events.
- ❖ Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.

PHSE

- ❖ Going for goals
 - I know the skills and attributes of an effective learner.
 - I can try to develop these skills.
 - I know what some of the people in my class like or admire about me.
 - I can recognise when I am using an excuse instead of finding a way around a problem.
 - I can recognise and celebrate my own achievements.
- ❖ Internet safety
 - What it means to be safe online
 - Protecting myself and my friends
 - Understanding the importance of not sharing personal information.

Design and Technology

- ❖ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ❖ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- ❖ Use a wider range of tools and equipment to perform practical tasks.
- ❖ Use electrical systems in their products.
- ❖ Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- ❖ Understand how key events and individuals in design and technology have helped shape the world.