

# Year 5/6 Autumn – Cycle 2

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>Au1: Planets and our solar system</b></p>	<p>All planets in the solar system orbit the sun, which is a star.</p> <p>Our Solar System consists of the Sun, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Pluto used to be counted as a planet, but it has now been reclassified as a dwarf planet.</p> <p>All stars, planets and moons are spherical because of the way in which they form. There are also other celestial bodies such as asteroids</p> <p>The Moon orbits the Earth. The gravitational pull of the Moon causes our oceans' tides.</p> <p>Day and night on Earth are caused by the rotation of Earth as it orbits the Sun.</p> <p>The Earth's axis is tilted in relation to its orbit around the sun. This is why we have seasons.</p> <p>Human's understanding has developed over time with the creation of new technologies.</p>	<p>Describe and explain the movement of the Earth and other planets relative to the Sun.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use research skills to find out about different celestial bodies.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p> <p>Explain why we have more or fewer hours of light at different times of year.</p> <p>Explain how human's understanding of space and celestial bodies has developed over time.</p> <p><u>Practical scientific skills:</u></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels,</p>	<p>Space</p> <p>Celestial bodies</p> <p>Star</p> <p>Planet</p> <p>Dwarf planet</p> <p>Moon</p> <p>Asteroid</p> <p>Solar system</p> <p>Sun</p> <p>Mercury</p> <p>Venus</p> <p>Earth</p> <p>Mars</p> <p>Jupiter</p> <p>Saturn</p> <p>Uranus</p> <p>Neptune</p> <p>Pluto</p> <p>Orbit</p> <p>Rotate</p> <p>Night</p> <p>Day</p>

			<p>classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To be able to order the planets in our solar system</li> <li>2) To understand that space is made up of different celestial bodies</li> <li>3) To know how the moon orbits the Earth and why we have night or day</li> <li>4) To investigate how shadows change throughout the day</li> <li>5) To understand how human's knowledge of space has developed</li> </ol>				
	<p><b>Au2: Properties and changes of materials</b></p>	<p>All materials can be classified as a solid, liquid of gas.</p> <p>Materials can be sorted and grouped based on their properties, for example, hardness, solubility, electrical conductivity etc.</p> <p>Materials can be changed in ways that are reversible and irreversible.</p> <p>A solution is created when a material is dissolved in a liquid.</p> <p>A material can sometimes be recovered from a solution using sieving, filtering or evaporating.</p> <p>Processes involving burning or the addition of acid usually result in irreversible changes.</p>	<p>Sort materials into solids, liquids and gasses and describe the structures of these 3 states of matter.</p> <p>Sort and group materials based on their properties.</p> <p>Understand and describe reversible and irreversible changes.</p> <p>Make solutions using mixing techniques and use sieving, filtering and evaporating to recover a material.</p> <p>Use techniques such as burning or the addition of acid to create irreversible changes.</p> <p>Use comparative fair tests to decide which materials are best for a job.</p>	<p>Materials</p> <p>States of matter</p> <p>Solid</p> <p>Liquid</p> <p>Gas</p> <p>Properties</p> <p>Hardness</p> <p>Solubility</p> <p>Transparency</p> <p>Conductivity</p> <p>Electrical</p> <p>Thermal</p> <p>Mixture</p> <p>Solution</p> <p>Dissolving</p> <p>Filtering</p> <p>Sieving</p> <p>Evaporating</p> <p>Reversible</p> <p>Irreversible</p>

		<p>Some materials are better suited to certain jobs because of their properties.</p>	<p><u>Practical scientific skills:</u></p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Use test results to make predictions to set up further comparative and fair tests</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Burning Acid Compare Sort Fair test</p>
<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand and describe the 3 states of matter</li> <li>2) To be able to group materials based on their properties</li> <li>3) To understand reversible and irreversible changes</li> <li>4) To learn how substances can be recovered from a solution</li> <li>5) To investigate which material is best for a certain job</li> </ol>				

# History

	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p><b>WW2</b></p>	<p>WW2 was fought between the 'Allied' and 'Axis' powers.</p> <p>The major Allied powers were Britain, France, Russia, China and USA.</p> <p>The major Axis powers were Germany, Italy and Japan.</p> <p>The war was started as Adolf Hitler (the leader of Germany) wanted to control Europe.</p> <p>Britain was led by Winston Churchill.</p> <p>The war was fought between 1939 and 1945.</p> <p>Children were evacuated from cities to the countryside for their safety.</p> <p>Jewish people and other minorities were discriminated against by the Axis powers during the war.</p> <p>The war ended after two atomic bombs were dropped on Japan by the USA in 1945. The end of WW2 led to significant changes in the world.</p> <p>Women across the world took on new roles as men were away fighting.</p>	<p>Draw together and analyse a wide range of sources (both primary and secondary) to form arguments about the past, sourcing these independently where appropriate.</p> <p>Challenge the accuracy, validity and usefulness of historical sources and decide which are more reliable than others to answer a specific question.</p> <p>Have a clear understanding of the order of the time periods that they have studied and the duration of time between them.</p> <p>Annotate a timeline with historical terms and facts, showing a sense of historical scale.</p> <p>Describe changes within a historical period considering social, political, cultural and technological changes and begin to identify the connections between different types of change.</p> <p>Understand that there can be a number of causes for events in the past and begin to draw conclusions about which are more or less significant.</p> <p>Debate and discuss different opinions about historical causes and effects, drawing their own reasoned conclusions.</p>	<p>Allies Axis Invade Surrender Government Air raid Blitz Evacuee Jewish Prejudice Holocaust Nazi Hitler Churchill Rationing Remembrance Surrender Victory Atomic bomb</p>

			Construct and answer relevant historical questions with reasoned arguments and evidence that provide a conclusion.	
	<b>Sequence of Lessons:</b> 1) To use primary sources to investigate WW2 2) To make time lines of the key events of WW2 3) To learn about the evacuee experience in WW2 4) To reflect on the treatment of Jewish people in WW2 5) To reflect on the end of WW2 and its impact			
Geography	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<b>Rivers and the Water Cycle</b>	<p>A river is a body of water that flows down from an area of high ground to the sea.</p> <p>Rivers flow downhill because of gravity.</p> <p>There are rivers all around the world with different characteristics.</p> <p>All rivers have certain features:</p> <ul style="list-style-type: none"> <li>- Source</li> <li>- Bank</li> <li>- Bed</li> <li>- Tributary</li> <li>- Confluence</li> <li>- Waterfall</li> <li>- Oxbow lake</li> <li>- Meander</li> <li>- Valley</li> <li>- Estuary</li> <li>- Delta</li> <li>- Mouth</li> </ul>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features of rivers.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps).</p> <p>Create models to show an understanding of the features of rivers.</p> <p>Use a range of geographical vocabulary to describe rivers.</p> <p>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.</p>	<p>River</p> <p>Stream</p> <p>Brook</p> <p>Canal</p> <p>Source</p> <p>Bank</p> <p>Bed</p> <p>Tributary</p> <p>Confluence</p> <p>Waterfall</p> <p>Oxbow lake</p> <p>Meander</p> <p>Valley</p> <p>Estuary</p> <p>Delta</p> <p>Mouth</p> <p>Current</p> <p>Downstream</p> <p>Upstream</p> <p>Drought</p> <p>Flood</p> <p>Erosion</p>

DT		<p>Rivers shape the landscape through the erosion of land and by depositing sediment.</p> <p>The water cycle is a continuous process which works through evaporation and condensation.</p> <p>Rivers are important habitats for many plants and animals.</p> <p>A drought is the absence of rain and can damaging habitats and living things.</p> <p>Floods are created when rivers can no longer hold an amount of water. They can damage habitats and living things.</p> <p>Rivers affect the lifestyles of people who live near them.</p> <p>Humans affect rivers through pollution and by changing landscapes.</p>	<p>Reflect on and discuss how humans interact with, affect and are affected by the landscape around them.</p>	<p>Deposit</p> <p>Evaporation</p> <p>Condensation</p> <p>Precipitation</p> <p>Liquid</p> <p>Gas</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand what a river is and locate major rivers around the world</li> <li>2) To understand how rivers work and their role in the water cycle</li> <li>3) To complete a river study (field work)</li> <li>4) To understand how droughts affect living things</li> <li>5) To understand how floods affect living things</li> </ol>			
DT	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<b>Au1: Baking Scones</b>	<p>Products come in a range of varieties with different ingredients and qualities.</p> <p>Some products are more or less healthy for us depending on the ingredients used.</p> <p>A healthy and varied diet is essential for a good life.</p>	<p>Evaluate a range of products by describing their flavours, aromas, textures, ingredients and healthiness.</p> <p>Explain personal preferences using a wide vocabulary linked to flavour, aroma and texture.</p>	<p>Baking</p> <p>Rationing</p> <p>Seasonality</p> <p>Flavour</p> <p>Ingredients</p> <p>Measure</p> <p>Sieve</p> <p>Mix</p>

		<p>Products that can be brought from shops can also be made at home.</p> <p>Natural ingredients are only available in certain places and at certain times of the year – this is called seasonality.</p> <p>Practising good food hygiene is essential to keep us healthy when cooking.</p> <p>Some foods must be cooked for a specific amount of time for them to be healthy to eat.</p>	<p>Reflect upon seasonality and why it is good to shop and cook seasonally.</p> <p>Plan a food item based on the evaluation of existing products and further research.</p> <p>Use a range of cooking techniques (measuring, mixing, sieving, stirring, kneading, rolling) to create a food item.</p> <p>Use an oven safely with adult supervision.</p>	<p>Stir</p> <p>Knead</p> <p>Cook</p> <p>Temperature</p> <p>Time</p> <p>Safety</p> <p>Oven gloves</p> <p>Evaluate</p> <p>Sour</p> <p>Sweet</p> <p>Salty</p> <p>Creamy</p> <p>Sugary</p> <p>Rich</p> <p>Fatty</p> <p>Dry</p> <p>Moist</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To try and evaluate a range of modern, shop-bought scones</li> <li>2) To investigate the seasonal produce available during WW2</li> <li>3) To learn and practise a range of cooking skills</li> <li>4) To plan my scones by choosing from a range of ingredients</li> <li>5) To bake my scones</li> <li>6) To evaluate my scones</li> </ol>			
DT	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<b>Au2: Model Anderson Shelters</b>	<p>All products have a purpose that they are designed to fulfil.</p> <p>Designers begin the design process by studying and evaluating products similar to those they want to create.</p> <p>Structures can be made stronger through the choice of materials and joining techniques.</p>	<p>Evaluate existing products based on a number of criteria.</p> <p>Use a varied vocabulary to discuss different products and designs.</p> <p>Tests and select tools based on their properties and a number of criteria.</p> <p>Measure and mark out to the nearest millimetre.</p>	<p>Air raid</p> <p>Shelter</p> <p>Anderson shelter</p> <p>Evaluate</p> <p>Criteria</p> <p>Purpose</p> <p>Design</p> <p>Experiment</p> <p>Prototype</p> <p>Amendment</p> <p>Rigid</p>

		<p>Certain tools are used for certain processes. They should be used in specific ways to keep safe.</p> <p>Plans can be created from a number of perspectives to show the different dimensions of a design.</p> <p>Designers will test and evaluate a product and then redesign it based upon their findings.</p>	<p>Cut materials accurately and safely by selecting appropriate tools.</p> <p>Select appropriate joining techniques to ensure a structure's strength and safety.</p> <p>Test a product to evaluate how effective it is in fulfilling a purpose.</p> <p>Suggest amendments to a prototype to make it more effective.</p>	<p>Strong</p> <p>Flexible</p> <p>Decorative</p> <p>Join</p> <p>Cut</p> <p>Hacksaw</p> <p>Clamp</p> <p>Bench hook</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To investigate and evaluate a range of different shelters</li> <li>2) To investigate how to make a structure stronger and use a range of tools</li> <li>3) To design my model air raid shelter based on my research</li> <li>4) To build my model air raid shelter</li> <li>5) To test and evaluate my air raid shelter</li> </ol>			
Computing	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<b>Au1: Internet Communication</b>	<p>There are a number of search engines.</p> <p>Search engines exist to help people find information.</p> <p>Search engines create their own indexes. These are used to allow information to be found quickly.</p> <p>Search results are selected through a number of ways. For example, popularity and usability.</p> <p>Web crawlers are used to browse the internet to help index information.</p> <p>Ranking narrows down the search results returned from the index, which makes it more useful.</p>	<p>Recall how to use a search engine.</p> <p>Compare the results from different search engines.</p> <p>Demonstrate that different search terms produce different results.</p> <p>Explain that search terms need to be chosen carefully.</p> <p>Evaluate the results of search terms.</p> <p>Identify that results from search engines can include adverts and that the adverts can be targeted.</p> <p>Identify different ways to communicate without technology.</p>	<p>Search Engine</p> <p>Google</p> <p>Duck Duck Go</p> <p>Bing</p> <p>Index</p> <p>Popularity</p> <p>Usability</p> <p>Web crawler</p> <p>Ranking</p> <p>Ordered</p> <p>Advertising</p> <p>Searchable</p> <p>Unsearchable</p> <p>Technology</p> <p>Communication</p>



	<p>Search results are ordered and this is known as ranking.</p> <p>Ranking is determined by rules and that different search engines use different rules.</p> <p>The order of results is important for a number of reasons.</p> <p>Search engines are not perfect and have limitations.</p> <p>Search engines make money by selling advertising space.</p> <p>Some information is not searchable.</p> <p>Technology offers many opportunities for communication.</p>	<p>List methods of communicating using the internet.</p> <p>Choose an appropriate method of internet communication for a given purpose.</p> <p>Evaluate different methods of online communication.</p> <p>Explain which types of media can be shared through the internet.</p> <p>Explain that communicating through the internet can be public or private.</p> <p>Decide what I should/should not share.</p> <p>Classify internet communication by messenger and recipient or audience.</p>	
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand what it means to search the web</li> <li>2) To reflect upon how we select search results</li> <li>3) To understand how search results are ranked</li> <li>4) To understand how searches are influenced</li> <li>5) To reflect upon how we communicate</li> <li>6) To think about how to communicate responsibly</li> </ol>		
	<p><b>Au2: Web page Creation</b></p>	<p>There is a relationship between HTML and visual display.</p> <p>Web pages can contain different media types.</p> <p>Web pages are written by people.</p> <p>A website is a set of hyperlinked web pages.</p> <p>There are many components of a web page layout.</p>	<p>Review an existing website (navigation bars, header)</p> <p>Create a new blank webpage.</p> <p>Add text to a web page.</p> <p>Set the style of text on a web page.</p> <p>Embed media in a web page.</p> <p>Add webpages to a website.</p>

		<p>Images and their use are subject to rules around ownership. Pages should be previewed on different devices before being published.</p> <p>A navigation path is essential for a usable website.</p> <p>There are implications to linking to content owned by others.</p>	<p>Preview a web page (different screen sizes)</p> <p>Insert hyperlinks between pages.</p> <p>Insert hyperlinks to another site.</p>	<p>Publish</p> <p>Navigation path</p> <p>Navigation bar</p> <p>Header</p> <p>Embed</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To think about what makes a good website</li> <li>2) To think about how you would lay out your web page</li> <li>3) To reflect on ownership and copyright</li> <li>4) To think about the appearances</li> <li>5) To learn about hyperlinks</li> <li>6) To understand the dangers and risks of linking to other content</li> </ol>			
PE	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<b>Au1: Class Teacher: Gymnastics</b>	<p>It is important to warm up and warm down to prepare our bodies for beginning and ending exercise.</p> <p>Gymnastics is a discipline that requires great flexibility and strength.</p> <p>Gymnastic routines are made up of a number of different elements linked together.</p> <p>Gymnasts often use apparatus in their routines – these must be moved carefully.</p> <p>Gymnasts often work together in collaboration to perform routines.</p>	<p>Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles.</p> <p>Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.</p> <p>Perform movements accurately with a sense of rhythm.</p> <p>Explore, improvise, and combine movement ideas fluently and effectively.</p> <p>Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.</p>	<p>Marker spots</p> <p>Apparatus</p> <p>Benches</p> <p>Gymnastics mats</p> <p>Front Support</p> <p>Back Support</p> <p>Creativity</p> <p>Evaluate</p> <p>Improve</p> <p>Pose</p> <p>Observe</p> <p>Fluency</p> <p>Flow</p> <p>Flight</p>

			Develop flexibility, strength, control, technique, and balance.	
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To travel with confidence choosing different pathways</li> <li>2) To travel fluently on the floor and on/off apparatus</li> <li>3) To show rhythm and creativity when working with others</li> <li>4) To create longer sequences</li> <li>5) To show flexibility and technique when performing gymnastic elements</li> <li>6) To perform a routine and evaluate others</li> </ol>				
	<p><b>Au1: PE Specialist: Tag Rugby</b></p>	<p>It is important to warm up and warm down to prepare our bodies for beginning and ending exercise.</p> <p>Tag rugby is an invasion game played by two teams of around seven players.</p> <p>Tag rugby is a safer version of full-contact rugby.</p> <p>The ball in tag rugby must always be passed backwards.</p> <p>When a player has a tag removed, they must pass the ball within three seconds.</p> <p>Possession can only be gained by intercepting the ball.</p> <p>A try is scored by the attacking team when they place the ball on the ground on or over the try line.</p> <p>A try is worth one point</p> <p>If the ball goes off the pitch, it is a free pass to the appropriate team</p>	<p>Move in different directions learning to move away from your opponent and keep control of the ball when running.</p> <p>Pass in rugby, catching successfully and improving skills whilst on the move.</p> <p>Move forward to attack as part of a team.</p> <p>Work as part of a team when defending, keeping in a line, and spreading out.</p> <p>Begin to understand the importance of lines in tag rugby – both for attack and defence.</p> <p>Use simple tactics in games to achieve success as a team.</p> <p>Understand the defensive duties in tag rugby and the process of tagging.</p> <p>Increase accuracy and control when passing and catching whilst moving at speed.</p> <p>Participate in competitive games, following the rules and playing fair.</p> <p>Continue to improve different ways to pass – fast, slow, high, low.</p>	<p>Rugby</p> <p>Tag</p> <p>Pass</p> <p>Collaborate</p> <p>Try</p> <p>Ready position</p> <p>Stance</p> <p>Speed</p> <p>Attack</p> <p>Defend</p> <p>Agility</p> <p>Mark</p> <p>Dodge</p>

	<p>If the ball is legally passed but goes to ground, play will continue and either team may pick up the ball</p> <p>In rugby you need to be able to change direction quickly to avoid being tagged. You also need to do this while holding a ball.</p> <p>Looping is the skill of passing to a teammate, and then running behind them to receive the next pass.</p>		
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To travel and dodge at speed with the ball</li> <li>2) To mark and tackle in game situations</li> <li>3) To attack in opposed situations</li> <li>4) To understand the rules of a rugby game</li> <li>5) To move forward to attack as a team</li> <li>6) To defend in a line as a team</li> </ol>		
	<p><b>Au2: Class Teacher: Netball</b></p> <p>It is important to warm up and warm down to prepare our bodies for beginning and ending exercise.</p> <p>Netball is an invasion game played by two teams of around five players.</p> <p>A goal is scored by the ball going through the net.</p> <p>Players are not allowed to move whilst holding the ball.</p> <p>The ball must be passed within four seconds.</p> <p>When the ball is received, the player must not move their landing foot.</p> <p>Netball is a non-contact sport.</p> <p>A defender must be 0.9m away when defending the ball. If they obstruct, a penalty pass or shot is given.</p>	<p>Get into good positions to pass, receive, and shoot the ball.</p> <p>Pass the ball using different techniques.</p> <p>Shoot and score with increasing accuracy.</p> <p>Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.</p> <p>Develop the understanding of the importance of speed when playing invasion games.</p> <p>Understand the link between heart rate and breathing during different activities.</p> <p>Identify and describe the skills needed to improve your game.</p> <p>Know the difference between attacking and defending skills.</p>	<p>Attack/defend</p> <p>Direction</p> <p>Chest Pass</p> <p>Rules</p> <p>Power</p> <p>Bounce Pass</p> <p>Technique</p> <p>Mark/track/cover</p> <p>Feedback</p> <p>Teamwork</p> <p>Shoot</p> <p>Score</p> <p>Foul</p>

		<p>If the ball is thrown over a third untouched, a ball is given to the opposing team. If a player is out of their area they are 'offside'. A 'free pass is given to the other team.</p> <p>There are 5 different positions in a netball team who are allowed to perform different tasks.</p>	<p>Know how to mark and defend your goal.</p> <p>Begin to understand how muscles work and explain how the body reacts to physical activity.</p> <p>Identify strengths and weaknesses of your own and other performances and explain your reasoning.</p> <p>Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.</p> <p>Increase accuracy and confidence of passing and shooting skills.</p>	
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To pass the ball in a variety of different ways with confidence and control</li> <li>2) To find ways to help attack</li> <li>3) To mark an opponent</li> <li>4) To keep possession of the ball when faced with opponents</li> <li>5) To work together as a team, showing good awareness of others</li> <li>6) To use tactics in game situations</li> </ol>			
	<p><b>Au2: PE Specialist: Health Related Exercise (fitness)</b></p>	<p>It is important to warm up and warm down to prepare our bodies for beginning and ending exercise.</p> <p>It is important to maintain our fitness to keep our bodies and minds healthy.</p> <p>Regular physical activity can improve your muscle strength and boost your stamina levels.</p> <p>Exercise delivers oxygen and nutrients to your tissues and helps your cardiovascular system work more efficiently.</p>	<p>Understand what aerobic exercise is and how to develop it.</p> <p>Discuss the importance of leading healthy, active lifestyles.</p> <p>Identify parts of the body we are working during exercise.</p> <p>Develop lower body and core strength, fitness, balance and coordination.</p> <p>Work well as part of a team to achieve success.</p>	<p>Run</p> <p>Jump</p> <p>Balance</p> <p>Strength</p> <p>Stamina</p> <p>Speed</p> <p>Power</p> <p>Co-ordination</p> <p>Agility</p> <p>Repetitions</p> <p>Core</p> <p>Cardiovascular</p> <p>Develop</p> <p>Combine</p> <p>Endurance</p>

RE		<p>When your heart and lung health improve, you have more energy to tackle daily tasks.</p> <p>It is important to carry out exercises in the correct way to ensure we do not damage our bodies.</p> <p>Engaging your core means, squeezing your trunk (tummy/back/bottom) muscles to provide support for your spine and pelvis when exercising.</p> <p>A repetition, or “rep,” is one complete exercise movement, while a “set” is a group of consecutive reps.</p>	<p>Show self-belief and determination to manage and accomplish tasks.</p> <p>Demonstrate correct techniques of core strength exercises with control.</p> <p>Understand and explain the importance of good upper body strength.</p> <p>Recognise the physical and mental benefits of increased activity, and develop an appreciation of physical activity as a lifelong habit.</p> <p>Select an area of physical activity that you want to improve.</p> <p>Develop lower body and core strength, fitness, speed and aerobic endurance.</p> <p>Apply and link learned fundamental movement skills.</p> <p>Show determination to complete tasks using the correct techniques.</p> <p>Demonstrate stamina.</p>	<p>Circuit</p> <p>Core Strength</p> <p>Lifelong appreciation</p> <p>Determination</p> <p>Benefit</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To perform squats with correct technique</li> <li>2) To sustain physical movements for periods of time</li> <li>3) To perform a press up</li> <li>4) To hold a plank position still</li> <li>5) To skip using a rope for increased periods</li> <li>6) To work to improve performance</li> </ol>			
	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p><b>Au1: Fairness and Justice</b></p>	<p>The ninth month on the Islamic calendar is Ramadan</p> <p>Muslims fast during Ramadan to help them grow spiritually</p> <p>Muslims are obliged to give money to those less fortunate themselves</p> <p>Zakat is the act of giving 2.5% of one's wealth to charity</p> <p>Zakat is an obligatory charity that helps ease peoples suffering</p>	<p>Make links between the act of fasting and zakat as Islamic practices</p> <p>Describe what Zakat is and why it is important to Muslims</p> <p>Suggest answers Muslims might give to questions about Zakat</p> <p>Describe why Muslims give Zakat and how Muslims believe it is different to ordinary charitable giving</p> <p>Refer to Islamic practices when explaining why giving Zakat is a 'pillar of Islam'</p> <p>Reflect on the ways in which charities put religious teaching into acting</p> <p>Express my views about the practice and importance Zakat</p>	<p>Fairness</p> <p>Justice</p> <p>Charity</p> <p>Islam</p> <p>Zakat</p> <p>Muslim</p> <p>Ramadan</p> <p>Eid</p> <p>Pillar</p> <p>Generosity</p> <p>Support</p> <p>Inequality</p> <p>Rights</p> <p>Fortunate</p> <p>Unfortunate</p>
	<p><b>Sequence of Lessons:</b></p> <p>1) To begin to find out about Zakat</p> <p>2) To understand what happens with Zakat during Ramadan</p> <p>3) To reflect on the importance of charity</p> <p>4) To present my ideas for a charity</p> <p>5) To take part in a debate about charity</p>			
	<p><b>Au2: Celebrations</b></p>	<p>Celebrations are special days usually celebrated annually</p> <p>Celebrations and festivals can be held for both religious and nonreligious reasons</p> <p>Most religions have celebrations or festivals that their followers take part in</p>	<p>Name and describe a range of key religious and nonreligious festivals that take place in the UK and worldwide</p> <p>Make comparisons and identify similarities and differences between different festivals and celebrations</p> <p>Identify and describe the key features that most festivals and celebrations have</p> <p>Reflect upon and discuss the ways in which key celebrations affect the lives of participants and others</p>	<p>Celebrations</p> <p>Festivals</p> <p>Annually</p> <p>Features</p> <p>Religious</p> <p>Nonreligious</p> <p>Christmas</p> <p>Easter</p> <p>Eid</p> <p>Diwali</p> <p>Pesach</p>

	<b>Sequence of Lessons:</b> 1) To learn about a range of common British celebrations 2) To compare different celebrations 3) To think about the key features of celebrations 4) To show my understanding of a major celebration 5) To share my understanding of a celebration with others			
<b>PSHE</b>	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<b>Au1: Being me in my world</b>	<p>A charter is an agreement between two or more people</p> <p>All people have responsibilities and rights</p> <p>Children can rely on their classmates and teacher to support me</p> <p>People have different rights and responsibilities based on the country they are a citizen of.</p> <p>Everyone can control their behaviour.</p> <p>How someone behaves leads to rewards and consequences</p> <p>The way in which we behave has an impact on their wider group.</p> <p>Everyone has needs that affect their ability to function well in different environments.</p>	<p>Set appropriate targets.</p> <p>Agree on shared goals.</p> <p>Explain what my rights and responsibilities are.</p> <p>Share information.</p> <p>Describe my opinions and feelings.</p> <p>Empathise with others and discuss how they might be feeling.</p> <p>Support people who are having a hard time.</p>	<p>Goals</p> <p>Challenges</p> <p>Universal rights</p> <p>Responsibility</p> <p>Community</p> <p>Wants</p> <p>Needs</p> <p>Democracy</p> <p>Learning Charter</p> <p>Value</p> <p>Empathy</p>
	<b>Sequence of Lessons:</b> 1) To identify my goals for this year and reflect on my fears and worries 2) To know that there are universal rights for all children 3) To understand that my actions affect other people locally and globally 4) To be able to make choices about my behaviour and understand consequences 5) To understand how an individual's behaviour can impact on a group			



**6) Online Safety: Sheffield Scheme: Digital 5-a-day (L4): LC: To recognise that our identities are defined by both our online and offline activities**

**Au2: Celebrating Difference**

People are different for many reasons.

Empathy is the ability to understand what others might be feeling.

People can treat one person differently to another.

My mood affects my behaviour.

Bullying behaviour can come in many different forms.

'Power' means one person having control over another.

People may use bullying behaviour for a number of reasons.

There are a number of strategies for managing my feelings in a bullying situation (both if I am being bullied or I am involved in showing bullying behaviour).

There are many ways to help someone who is being bullied.

There are more to people than what makes them different.

Recognise and celebrate differences in others.

Demonstrate how to be a good friend.

Treat everyone with respect, even if they are different to me.

Support someone who is being bullied.

Relate to someone else's feelings (empathy)

Talk about my feelings.

Discuss how bullying can affect people and look at both sides of a situation.

Explain what character traits a famous disabled person has shown using appropriate vocabulary (determination, resilience etc).

Discuss scenarios where there has been conflict caused by someone being different (e.g. someone who isn't disabled parking in a disabled parking space).

Different  
Empathy  
Prejudice  
Affect  
Male  
Female  
Diversity  
Gender diversity  
Courage  
Fairness  
Rights  
Responsibilities  
Power  
Struggle  
Imbalance  
Control  
Harassment  
Bullying  
Bullying behaviour  
Direct  
Indirect  
Argument  
Recipient  
Para Olympian  
Achievement  
Accolade  
Disability  
Sport  
Perseverance  
Admiration  
Stamina  
Celebration  
Difference  
Conflict

**Sequence of Lessons:**

- 1) To know that there are different ideas of what normal means
- 2) To understand how being different could affect someone's life
- 3) To explain how one person or group can have power over another
- 4) To know why people bully and what to do if I witness it
- 5) To appreciate people for who they are.

**6) Online Saftey: Sheffield Scheme: Personal Information, Terms and Conditions (C2): LC: To understand that our personal information must be protected**

Theme	Knowledge	Skills	Key vocabulary and concepts
<p><b>Au1: WW2 Music (appraising)</b></p>	<p>The music written, performed and appreciated during WW2 is different to the music of today.</p> <p>Musical taste is subjective and people will have different opinions about a piece of music.</p> <p>Popular culture is the term given to the leisure activities that are popular within a group of people.</p> <p>The invention of the radio changed the way in which people listened to music.</p> <p>Music can be written in different moods and atmospheres which link to different emotions.</p> <p>Music in WW2 served a number of purposes, including entertainment, propaganda and boosting morale.</p> <p>Instrumentation refers to the music created by instruments.</p> <p>Lyrics are the words used in songs.</p> <p>The pulse of a piece of music is the steady beat which sits underneath the rest of song.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Listen with attention to detail and recall sounds with increasing aural accuracy.</p> <p>Develop an understanding of the history of music</p> <p>Share opinions about the music listened to and discuss using musical vocabulary.</p> <p>Replicate and create original pulses and rhythms using handclaps and basic percussion instruments.</p> <p>Use and understand staff and other musical notations</p> <p>Make comparisons between songs, picking out similarities and differences with both instrumentation and lyrics.</p>	<p>Pulse Beat Duration Tempo Melody Pitch Tone Mood Instruments Composition Instrumentation Lyrics Notation Pop Propaganda Culture Expression War Conflict Wartime Propaganda Nationality Critique Satire</p>

		<p>The rhythm of a piece of music is the pattern of the music in terms of time.</p> <p>The duration of a musical element is how long it lasts for.</p> <p>The tempo of a piece of music is its speed.</p> <p>The pitch of a musical element is how high or low it is.</p> <p>The melody of a piece of music is a combination of pitch and rhythm which makes up a piece's 'tune'.</p> <p>Musical notation is the ways in which different elements are recorded in a visual form.</p>		
<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To understand the role of music in WW2</li> <li>2) To recap and extend my musical vocabulary</li> <li>3) To compare the instrumentation of songs from WW2</li> <li>4) To compare the lyrics and vocals of songs from WW2</li> <li>5) To compare songs from WW2 with modern songs</li> </ol>				
	<p><b>Au2: WW2 Music (composition)</b></p>	<p>Instrumentation refers to the music created by instruments.</p> <p>Lyrics are the words used in songs.</p> <p>The pulse of a piece of music is the steady beat which sits underneath the rest of song.</p> <p>The rhythm of a piece of music is the pattern of the music in terms of time.</p> <p>The duration of a musical element is how long it lasts for.</p> <p>The tempo of a piece of music is its speed.</p> <p>The pitch of a musical element is how high or low it is.</p>	<p>Listen to and appraise pieces of music to collect ideas for my own compositions.</p> <p>Write simple rhythms using basic percussion instruments.</p> <p>Write a simple melody using a toned instrument using a scale (c major scale using a glockenspiel).</p> <p>Write a melody using basic musical notation and self-created visual representations.</p> <p>Write lyrics for an original composition about a specific theme.</p> <p>Practise and perform an original musical composition to a small audience.</p>	<p>Pulse Beat Duration Tempo Melody Pitch Tone Mood Instruments Composition Instrumentation Lyrics Notation Pop Propaganda Culture Expression War</p>

		<p>The melody of a piece of music is a combination of pitch and rhythm which makes up a piece's 'tune'.</p> <p>Musical notation is the ways in which different elements are recorded in a visual form.</p>	Appraise the compositions and performances of others being supportive and constructive.	<p>Conflict</p> <p>Wartime</p> <p>Propaganda</p> <p>Nationality</p> <p>Critique</p> <p>Satire</p>
	<p><b>Sequence of Lessons:</b></p> <p>1) To gather ideas for an original musical composition</p> <p>2) To write a rhythm for an original musical composition</p> <p>3) To understand what a scale is and write a melody for an original musical composition</p> <p>4) To create lyrics for an original musical composition</p> <p>5) To practise and perform an original musical composition</p>			
French	<b>Theme</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Key vocabulary and concepts</b>
	<p><b>Au1: Actions</b></p> <p><b>(Y5 begin from cycle 1 – On Holiday)</b></p>	<p>French nouns are masculine or feminine. This means there are different words for 'a' and 'the' in French.</p> <p>Most verbs follow a regular pattern in French.</p> <p>Some verbs are irregular and do not follow this pattern.</p>	<p>Recognise past tense verbs and say some perfect past tense sentences.</p> <p>Understand and use some of the adverbs from the unit.</p> <p>Recognise and use from memory, and with little help, third person singular verbs, including some irregular verbs, to describe someone's actions.</p> <p>Develop knowledge of sentences in French and use model sentences to make new ones.</p>	<p>Masculine</p> <p>Feminine</p> <p>Verb</p> <p>1<sup>st</sup> / 2<sup>nd</sup> / 3<sup>rd</sup> person</p> <p>Plural</p> <p>Regular</p> <p>Irregular</p> <p>Pronunciation</p> <p>French vocabulary about:</p> <p>Actions</p> <p>Put</p> <p>Find</p>
	<p><b>Sequence of Lessons:</b></p> <p>1) To learn the words of a song</p> <p>2) To learn how to use the third person singular</p> <p>3) To learn how to use the verb 'to put'</p> <p>4) To learn a range of verbs in French</p> <p>5) To learn how to use the verb 'to find'</p>			

	<p><b>Au2: In France</b></p> <p><b>(Y5 continue with cycle 1 – Eating Out)</b></p>	<p>French nouns are masculine or feminine. This means there are different words in French for 'my'.</p> <p>"On" has several meanings in French.</p>	<p>Build sentences in the perfect past tense about what they have eaten using a model to help.</p> <p>Follow and understand the main points and some of the detail from the recipe.</p> <p>Prepare and present a short presentation with little or no help.</p> <p>Take part in oral activities with little help.</p> <p>Ask questions unprompted in the second person singular using the correct intonation.</p> <p>Recognise and understand that "on" has several meanings in French.</p>	<p>Masculine</p> <p>Feminine</p> <p>Noun</p> <p>Verb</p> <p>Sentence</p> <p>Positive sentence</p> <p>Negative sentence</p> <p>French vocabulary about:</p> <p>French cities</p> <p>Compass directions</p> <p>Tourist destinations</p> <p>Countries of the world</p> <p>Typical French food</p>
	<p><b>Sequence of Lessons:</b></p> <ol style="list-style-type: none"> <li>1) To learn how to sing a song in French</li> <li>2) To explain where different cities are in France</li> <li>3) To talk about what you can visit in France</li> <li>4) To learn about other French speaking countries</li> <li>5) To discuss some of the food people in France eat</li> </ol>			