

Y5/6 Summer 2 – Cycle 2

Science	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: Living Things and Their Habitats</p>	<p>Classification is sorting things into groups so to be able to understand what they are.</p> <p>Car Linnaeus was a Swedish scientist from the 18th century. He worked on a system for classifying all living things.</p> <p>The Linnaeus System uses eight levels. The number of living things in each level gets smaller until living thing is left at the species level.</p> <p>Each group allows scientists to observe and understand the characteristics of living things more clearly</p> <p>The science of classifying things is called taxonomy. Scientists who classify are called taxonomists.</p> <p>Micro-organisms are very tiny living things such as viruses, bacteria, moulds and yeasts. Some are helpful and some are harmful. Despite being microscopic, they play a big part in our lives.</p> <p>Plants and animals are both broad categories of living thing. On the whole, unlike plants, animals are mobile and can move. Unlike most animals, plants can make their own food using sunlight in a process called photosynthesis.</p>	<p><u>Topic-specific skills:</u></p> <p>Discuss and explain the significance of scientific developments from the past, in particular, the Linnaeus System for classification.</p> <p>Identify, discuss and describe the similarities and differences in characteristics of groups of living things. For example, plants, animals, micro-organisms, mammals, reptiles etc.</p> <p>Use information about the characteristics of a living thing to follow classification keys and identify different species, giving reasons for their decisions.</p> <p>Use information about the characteristics of a living thing to</p> <p><u>Relevant Working Scientifically Skills</u></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>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>Classification Key Taxonomy Taxonomist Characteristic Carl Linnaeus Micro-organism Fungi Bacteria Virus Mould Yeast Animal Vertebrate Invertebrate Reptile Fish Amphibian Bird Mammal Carnivore Omnivore Herbivore Plant Roots Seeds Spores Flowering Non-flowering</p>

		<p>When classifying living things, we can use keys. These involve answering a range of closed questions to narrow down the options, until a specific species is identified.</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand the history of classification and the work of Carl Linnaeus 2) To understand how micro-organisms are classified and investigate the role they play in our lives 3) To understand how plants are classified and identify specimens in our school grounds giving reasons for our findings 4) To understand how animals are classified and use keys to identify different species giving reasons for my findings 5) To make my own classification keys 				
	<p>Su2: Evolution and Inheritance</p>	<p>A fossil is the preserved remains or trace of a living thing that has been buried in the Earth for millions of years.</p> <p>Palaeontologists are the scientists who search for fossils and use them to work out what life on Earth was like millions of years ago.</p> <p>When living things produce offspring, they pass on their physical traits to their children so that they are similar but not identical. The offspring inherit traits from both their mother and father.</p> <p>Adaptations are any physical or behavioural characteristics of an animal that help it to survive in its environment.</p> <p>Living things are adapted to their habitats. This means that they have traits that help them to survive in one environment, but not in another.</p> <p>Evolution is the gradual process by which different kinds of living organism have developed from earlier forms over millions of years. Scientists have proof</p>	<p><u>Topic-specific skills:</u></p> <p>Explain what fossils are and describe how they can be used to help us find out about life on Earth millions of years ago.</p> <p>Explain the process of inheritance and identify the types of traits that may be passed from parents to their offspring.</p> <p>Discuss and explain the significance of scientific developments from the past, in particular, Charles Darwin's theory of natural selection and evolution.</p> <p>Identify and explain how living things are adapted for survival in specific environments, and how certain traits may benefit or hinder survival.</p> <p><u>Relevant Working Scientifically Skills</u></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>Fossil Earth Living things Organism Species Parents Children Mother Father Offspring Trait Inherited Learnt Habitat Environment Adaptation Survive Evolution Charles Darwin Natural selection</p>

		<p>that living things are continuously evolving – even today!</p> <p>Charles Darwin (born 1809) was one of the first scientists to write about evolution. He reached his ideas by travelling the world and observing living things in their natural habitats.</p> <p>Natural selection is the term coined by Darwin, used to describe how animal species continue and survive. It is when organisms are best suited to their environment survive and pass on their genetic traits.</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>Sequence of lessons:</p> <ol style="list-style-type: none"> 1) To investigate what fossils tell us about life on Earth millions of years ago 2) To understand that living things produce offspring that are similar to themselves 3) To understand the work of Charles Darwin and its historical significance 4) To identify how animals are adapted to survive to their environments and how adaptation may lead to evolution 5) To identify how plants are adapted to survive in their environments and how adaptation may lead to evolution 			
History	Theme	Knowledge	Skills	Key vocabulary and concepts
	The Ancient Maya	<p>The Ancient Maya were an ancient civilisation from Mexico who first began constructing settlements around 2000 BCE. This is roughly equivalent to the beginning of the Bronze Age.</p> <p>The Ancient Maya left behind lots of primary sources which help us to discover what life in this period of history was like.</p> <p>Mayan society was structured hierarchically, with kings and nobles at the top, followed by priests, warriors,</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>Understand how some historical events or eras occurred concurrently in different locations (e.g. Indus Valley and Ancient Egypt) and appreciate that most eras did not end on a specific date.</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>Maya Mexico Bronze Age Primary source Secondary source History Historian Society Hierarchy Inventor Invention Agriculture Irrigation Population</p>

	<p>artisans, and farmers. Each city-state had its own ruler who governed with the assistance of a council of nobles.</p> <p>The Maya were innovative inventors. They developed advanced agricultural techniques such as terracing and irrigation to support their growing population. Additionally, they invented the concept of zero and a sophisticated calendar system for tracking time and celestial events.</p> <p>Religion was central to Maya life. They worshipped a range of gods and goddesses associated with natural elements, celestial bodies, and agricultural fertility. Priests played a crucial role in conducting rituals and ceremonies to appease the gods and ensure the well-being of society.</p> <p>The decline of the Maya civilization is a topic of ongoing debate among scholars. Factors such as environmental degradation, overpopulation, warfare, and social unrest are believed to have contributed to the collapse of many Maya city-states around 900 CE.</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>Construct and answer relevant historical questions with reasoned arguments and evidence that consider multiple perspective and provide a conclusion.</p> <p>Reflect on enquiries and identify ways in which they could be improved or extended.</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>Question the accuracy of modern depictions of historical events.</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>Calendar</p> <p>Celestial events</p> <p>Religion</p> <p>God</p> <p>Goddess</p> <p>Priest</p> <p>Ritual</p> <p>Ceremony</p> <p>Sacrifice</p> <p>Decline</p> <p>Fall</p> <p>Collapse</p> <p>Environmental degradation</p> <p>Overpopulation</p> <p>Warfare</p> <p>Social unrest</p> <p>BCE</p> <p>CE</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To use primary sources to begin to find out about the Ancient Mayan civilisation 2) To understand how Mayan society was organised 3) To learn about Mayan inventions 4) To find out about Mayan religion 5) To reflect upon the collapse of Mayan civilisation 			
Geo	Theme	Knowledge	Skills	Key vocabulary and concepts

<p>Mexico</p>	<p>Mexico is a large country in the continent of North America that is bordered by the USA in the north and Guatemala to the south. It is in the northern hemisphere.</p> <p>Mexico has a tropical climate. It has a rainy season and a dry season. The temperature stays roughly the same all year round. This is due to it being close to the equator.</p> <p>Mexico can be struck by a range of natural disasters. Since 1970, over 60 million people have been affected by earthquakes, volcanoes, tsunamis, hurricanes, wildfires, floods, landslides and droughts!</p> <p>At over 1900 miles long, the Rio Grande is the fifth longest river in North America. It forms a border with the USA and Mexico.</p> <p>Due to it being densely populated, Mexico City has some of the world's worst traffic. We can compare this to the traffic in our local area by carrying out fieldwork.</p>	<p>Confidently name and locate world countries using maps. Be able to name major cities and key human and physical features of these countries concentrating on their environmental regions.</p> <p>Be able to identify the position and significance of the Tropics of Cancer and Capricorn, latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Confidently compare the geographical features of regions around the world including the United Kingdom, a European country and a region within North or South America.</p> <p>Confidently describe and explain key aspects of physical geography: natural disasters.</p> <p>Confidently describe and explain key human geographical features: transport and traffic.</p> <p><u>Map work:</u></p> <p>Relate maps to each other and to vertical aerial photographs.</p> <p>Use thematic maps for specific purposes.</p> <p>Know that purpose, scale, symbols and style are related.</p> <p>Use 4 and 6-figure coordinates to locate features.</p> <p>Give directions and instructions to 8 cardinal points.</p> <p>Use latitude and longitude in an atlas or globe.</p> <p>Make sketch maps of an area using symbols and key.</p> <p>Draw thematic maps for example, local open spaces.</p>	<p>Mexico Country North America Continent Hemisphere Northern Southern Equator Longitude Latitude Tropic of Cancer Tropic of Capricorn Time zones Meridian Eight cardinal points Climate Weather Tropical Temperate Temperature Precipitation Natural disasters Earthquake Volcano Flood Landslide Drought River Border Migration Population Dense Sparse Travel Transport Traffic Fieldwork Survey Findings Conclusion</p>
----------------------	--	--	---

DT			<p>Use standard symbols.</p> <p><u>Fieldwork:</u></p> <p>Making models, annotated drawings and field sketches to record observations.</p> <p>Recording selected geographical data on a map or large-scale plan, using colour or symbols and a key.</p> <p>Collecting, analysing and presenting quantitative data in charts and graphs.</p> <p>Designing and using a questionnaire to collect qualitative data.</p> <p>Designing and conducting fieldwork interviews.</p>	
	<p>Sequence of Lessons:</p> <p>1) To describe Mexico's location in the world using a range of information</p> <p>2) To compare Mexico's climate to our own</p> <p>3) To learn about natural disasters in Mexico</p> <p>4) To learn about the Rio Grande river</p> <p>5) To compare our local traffic conditions in our local area with those in Mexico City (Fieldwork: surveys, traffic counts from different points, chart drawing, map making etc.)</p>			
	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Computer Programmed Designs: Sustainable Fishing Nets</p>	<p>Bycatch is the name given to unwanted fish and other marine creatures that are caught in fishing nets.</p> <p>A problem like this may have several solutions that use technology to varying degrees.</p> <p>Modern technology often incorporates computer programmed designs into final products.</p> <p>A prototype is an initial attempt at solving a problem. Designers will analyse</p>	<p>Consider their own needs and research the needs of others through discussion, surveys, questionnaires and market research.</p> <p>Develop design criteria for a product, considering time, the availability of resources, cost and sustainability.</p> <p>Generate a number of initial ideas which include information about materials, tools, potential problems, cost and sustainability.</p> <p>Develop and communicate these ideas through annotated diagrams, templates, mock-ups and cross-sectional and exploded</p>	<p>Fishing</p> <p>Fishing net</p> <p>Bycatch</p> <p>Sustainable</p> <p>Problem</p> <p>Design criteria</p> <p>Solution</p> <p>Prototype</p> <p>Performance</p> <p>Analyse</p> <p>Evaluate</p> <p>Identify</p> <p>Improvement</p> <p>Iterative</p>

its performance, and decide upon ways in which it can be improved.

Once we have taken a prototype and improved it, it's essential that we analyse our own design's performance so that too can be improved.

This process is called iterative cycle. Working in this way allows designers to constantly improve their products and working methods.

diagrams providing detailed information about how their product will work.

Use information and communication technology to produce designs from a range of perspectives considering the advantages and disadvantages of such a process and deciding when this method is best.

Develop an ordered plan for the steps they will take to create their product considering how long the process will take, which steps will be more challenging and how these problems may be resolved.

Begin to use prototypes to test ideas, identify problems and consider solutions.

Make measurements using a range of units independently and accurately and explain why using certain units is desirable (nearest cm and mm).

Select from a range of materials and components according to their functional properties, aesthetic qualities, cost and sustainability whilst discussing the disadvantages of others in these terms.

Apply their understanding of computing to program, monitor and control their products.

Evaluate their products against detailed design criteria giving reasons for their thoughts, offering solutions and building these ideas into subsequent plans.

Reflect upon a product's development, identify causes of problems and make adjustments in line with the design criteria to improve their design.

Understand and explain the iterative process and that this sometimes requires repeating stages of the design cycle, sometimes building

Computer
Micro:Bit
Program
LED
Sensors
Input
Output

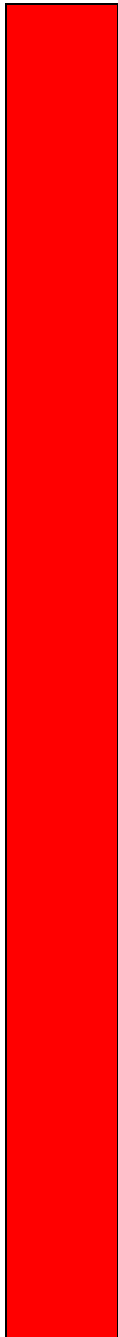
			this into their own practice by using prototyping.	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To find out about a problem and analyse a range of potential solutions 2) To experiment with a prototype and discuss how it could be improved 3) To plan my design against a set of design criteria 4) To make my design 5) To evaluate my design and think about how it could be improved <p>https://microbit.org/teach/lessons/sea-creatures-lightup-fishing-nets/</p>			
Art	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Andy Warhol – Screen Printing</p>	<p>Andy Warhol was a famous artist who became a leading figure in the Pop Art movement.</p> <p>Pop Art is all about using images from popular culture, like comic books and advertisements, in art.</p> <p>Warhol's most famous works include his colourful paintings of everyday objects like soup cans and celebrities like Marilyn Monroe.</p> <p>Warhol's studio, known as "The Factory," was a hub for creativity in the 1960s. It was called "The Factory" because it was like a factory where art was produced on a large scale. Warhol and his team created not only paintings but also films, music, and other forms of art.</p> <p>Screen printing is an ancient art form that dates back to around 1000 CE in China. However, it became popular in the Western world in the 20th century,</p>	<p>Learn about and explain the work of a range of artists, the ways in which they have created art, the artistic movements they belonged to, key details from their life stories, the historical context they worked within and how they influenced others.</p> <p>Understand that sketch books are a way of generating, developing and evaluating ideas and use them in their own projects including detailed annotations about their feelings towards their work and its features including colour, line, shape, form and space and its relation to the work of celebrated artists and their historical context.</p> <p>Develop a plan for a final piece based on several initial ideas, the media being used and the artist being studied and they stylistic conventions including information about colour, line, shape, form and space.</p> <p>Understand and explain why learning new skills is an important part of the artistic process, make comments about how their own skills are developing, their next steps and how these skills are linked to the work</p>	<p>Andy Warhol Pop Art Popular culture Celebrities Screen printing Stencil Screen Squeegee Paint Ink Colour Primary colours Secondary colours Tertiary colours Hue Mood Plan Idea Mood board Annotate Pattern Design Repeat Mass produce Final piece Evaluate</p>

		<p>especially during the Pop Art movement in the 1960s.</p> <p>Screen printing works by creating a stencil from cardboard. This stencil is placed on paper, then covered by a screen made of wood and silk. Ink or paint is added to the silk and dragged over it using a squeegee.</p> <p>The image that is left on the paper is the parts of the stencil that were cut out.</p>	<p>of the artists being studied and their stylistic conventions.</p> <p>Know the names of the primary and secondary colours and discuss these using the language of complementary colours, contrasting colours, hue, tint, tone and shade.</p> <p>Use the primary colours to mix secondary and tertiary using a colour wheel to inform their choices.</p> <p>Use white to lighten some colours or a complementary colour to darken showing the ability to confidently create a range of tones.</p> <p>Talk confidently about the 'emotional quality' or 'mood' of colours and explain how and where they may be used with reference to the stylistic conventions of the artist being studied.</p> <p>Create mood boards or palettes of colour before embarking on a final piece.</p> <p>Understand that printing is a quick way of repeating an image or pattern which can be done in many ways and is used in a range of artistic disciplines such as fashion and interior design.</p> <p>Create simple screen prints using silk screens, squeegees and stencils.</p> <p>Repeat a pattern using screen printing, experimenting with different combinations of colour, commenting on their preferences and degrees of success.</p> <p>Discuss and write detailed evaluations of their own work and the work of others giving opinions about likes and dislikes and making comments about similarities and differences with reasons based on colour, line, shape, form and space, including information about</p>	
--	--	---	--	--

			the stylistic conventions of the artist being studied and their historical context.	
	<p>Sequence of Lessons:</p> <p>1) To study, analyse and evaluate a range of pieces of art by Andy Warhol</p> <p>2) To practise some simple screen-printing techniques</p> <p>3) To plan my final piece</p> <p>4) To make my final piece</p> <p>5) To evaluate my final piece and think about how it could be improved</p>			
Computing	Theme	Knowledge	Skills	Key vocabulary and concepts
	Su1: 3D Modelling	<p>Computers can be used to create a range of different images, including those which appear to be three dimensional.</p> <p>When using a program that allows us to create 3D images, we can view them from a number of perspectives.</p> <p>We can also resize, lift, lower, recolour, rotate, duplicate, group, make holes within, combine and size 3D objects.</p> <p>When we make a 3D model on a computer, we should look at pre-existing examples and analyse these to help us think of our own ideas.</p> <p>It is important that we also look at our own work and suggest and try potential modifications to aid improvement.</p>	<p>Add 3D shapes to a project.</p> <p>View 3D shapes from different perspectives.</p> <p>Move 3D shapes relative to one another.</p> <p>Resize an object in three dimensions.</p> <p>Lift and lower 3D objects.</p> <p>Recolour a 3D object.</p> <p>Rotate objects in three dimensions.</p> <p>Duplicate 3D objects.</p> <p>Group 3D objects.</p> <p>Accurately size 3D objects.</p> <p>Show that placeholders can create holes in 3D objects.</p>	<p>Three dimensional</p> <p>3D</p> <p>Image</p> <p>Model</p> <p>Shape</p> <p>Perspective</p> <p>Move</p> <p>Resize</p> <p>Lift</p> <p>Lower</p> <p>Recolour</p> <p>Rotate</p> <p>Duplicate</p> <p>Group</p> <p>Size</p> <p>Accurate</p> <p>Placeholder</p> <p>Combine</p> <p>Analyse</p> <p>Construct</p> <p>Design</p> <p>Improve</p> <p>Modify</p>

			<p>Combine a number of 3D objects.</p> <p>Analyse a 3D model.</p> <p>Choose objects to use in a 3D model.</p> <p>Combine objects in a design.</p> <p>Construct a 3D model based on a design.</p> <p>Explain how my 3D model could be improved.</p> <p>Modify my 3D model to improve it.</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To recognise that you can work in three dimensions on a computer 2) To identify that digital 3D objects can be modified 3) To recognise that objects can be combined in a 3D model 4) To create a 3D model for a given purpose 5) To plan and create my own digital 3D model 				
	<p>Su2: Sensing Movement</p>	<p>A controllable device is a device which can be programmed to act in different ways.</p> <p>An example of a device like this is a micro:bit. These mini computers can be programmed to receive inputs, process the linked data, and then perform a given output based upon this.</p> <p>Many types of programable statements can be found to have equivalent patterns of action in the real world.</p> <p>'If, then, else,' statements allow us to program a device so that it will perform one of two potential outputs, depending upon whether a precondition is satisfied or not.</p>	<p>Apply my knowledge of programming to a new environment.</p> <p>Test my program on an emulator.</p> <p>Transfer my program to a controllable device.</p> <p>Identify examples of conditions in the real world.</p> <p>Use a variable in an if, then, else statement to select the flow of a program.</p> <p>Determine the flow of a program using selection.</p> <p>Use a condition to change a variable.</p> <p>Experiment with different physical inputs.</p>	<p>Program</p> <p>Controllable device</p> <p>Input</p> <p>Process</p> <p>Data</p> <p>Output</p> <p>Statement</p> <p>Equivalent</p> <p>Variable</p> <p>Value</p> <p>Checked</p> <p>Emulator</p> <p>Conditions</p> <p>If</p> <p>Then</p> <p>Flow</p> <p>Selection</p> <p>Order</p> <p>Modify</p> <p>Design</p> <p>Create</p>

	<p>A variable is a named piece of data which can be accessed and changed by a computer program depending upon an input.</p> <p>A variable's value remains the same after it has been checked by the program.</p> <p>Order is very important when programming a device.</p>	<p>Explain that checking a variable doesn't change its value.</p> <p>Use an operand (e.g. <=>) in an if, then statement.</p> <p>Explain the importance of the order of conditions in else, if statements.</p> <p>Modify a program to achieve a different outcome.</p> <p>Decide what variables to include in a project.</p> <p>Design the algorithm for my project.</p> <p>Design the program flow for my project.</p> <p>Create a program based on my design.</p> <p>Test my program against my design.</p> <p>Use a range of approaches to find and fix bugs.</p>		
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To create a program to run on a controllable device 2) To explain that selection can control the flow of a program 3) To update a variable with a user input 4) To use a conditional statement to compare a variable to a value 5) To design and develop a project that uses inputs and outputs on a controllable device 			
PE	Theme	Knowledge	Skills	Key vocabulary and concepts

	<p>Su1: Class Teacher: Tennis</p>	<p>Tennis is a racket sport played on a rectangular court divided by a net and is usually played 1v1 (singles) or 2v2 (doubles).</p> <p>Tennis can be played on grass, clay, hard court or even carpet.</p> <p>Points are scored by hitting a tennis ball over the net and into the opponent's side of the court in a way that the opponent cannot return it.</p> <p>Each side of the court is divided in squares and rectangles – the ball must land in specific sections for it to be considered 'in'.</p> <p>If the ball is 'out', the person who struck the ball concedes a point to their opponent.</p> <p>The scoring in tennis can be complicated, as points are not awarded in sets of 1.</p> <p>Although the scoring system can be complicated, the overall aim is to score 4 points to win a game.</p> <p>In adult's tennis, matches are split into 'games', 'sets' and 'matches'. This means the whole match can last for a very long time.</p> <p>Tennis requires a range of skills and attributes including speed, agility, hand-eye coordination and special awareness.</p> <p>Tennis is a high-intensity sport that requires a high level of fitness to play</p>	<p>Hit the ball with purpose, varying speed, height, and direction. Direct the ball towards the opponent's court or target area. Perform skills such as forehand and backhand shots with control and confidence.</p> <p>Apply the principles of attacking.</p> <p>Participate in competitive games, modified where appropriate.</p> <p>Adopt a good ready position and show good position on court.</p> <p>Explain how your body reacts and feels when taking part in different activities and undertaking different roles.</p> <p>Evaluate your own success and areas of improvement, as well as others.</p> <p>Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.</p>	<p>Strategy Defence Attack Height Travel Positioning On Court React Singles Service Backswing Overhead Selection Respond</p>

Sequence of Lessons:

- 1) To know and describe the correct grip and stance when holding a racket.
- 2) To adopt a good ready position & move with purpose.
- 3) To play shots overhead and on the forehand and backhand side of the body.
- 4) To hit the ball accurately and with control whilst moving at a quick pace
- 5) To employ tactics in games.
- 6) To participate in games following the rules and scoring correctly

Su1: PE Specialist: Rounders

Rounders is an outdoor team sport played on a circular pitch, usually on grass.

Two teams take turns at batting and fielding.

The batting team takes it in turns to use the bat to hit the ball.

The aim is for the batters to hit the ball (thrown by the fielding team's bowler) and then run around a series of bases to score a 'run'.

The fielding team aims to get the batter out by catching the ball, or stumping them out at a base.

The batter does not have to attempt to run around all of the bases. They can stop at a base if they feel they risk being stumped out.

However, if two members of the batting team try and stop at the same base, they are both out.

The fielding team must work together to try and get as many of the batting team out as possible.

If there are still members of the batting team trying to work themselves around

Perform skills with accuracy, confidence, and control.

Participate in competitive games, modified where appropriate.

Retrieve, intercept, and stop a ball when fielding.

Use skills and tactics to outwit opponents when fielding and batting.

Work as part of a team that covers the areas to make it hard for the batter to score runs. Use tactics that involve bowlers and fielders working together.

Develop an understanding of how to improve in different physical activities and sports.

Create short warm up routines that follow basic principles e.g. raise body temperature, mobilise joints and muscles.

Balance
Skill
Control
Direction
Competition
Fielding
Catch
Throw
Fielder
Space
Backstop
Technique
Batting
Shot selection
Cooperate
Score
Aiming
Bowler
Run
Teamwork
Umpire
Tournament
Tactics
Stance
Infield
Outfield
Run
Evaluate
Feedback
Gap

		<p>the bases, but no one left to bat, they are all out.</p> <p>Once the batting team are all out, the fielding team bat and vice versa.</p> <p>There are many skills involved in rounders. For example, throwing, batting, catching, running, teamwork, communication.</p>		
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To retrieve, catch, intercept, and stop a ball when fielding. 2) To play shots that allow the ball to be hit to different areas of the field into spaces. 3) To bowl effectively. 4) To use skills and tactics to outwit opponents when fielding. 5) To use skills and tactics to outwit opponents when batting 6) To participate in competitive games. 				
	<p>Su2: Class Teacher: Athletics</p>	<p>Athletics is a collection of sports that includes running, jumping and throwing.</p> <p>Running takes place on an athletics track, there are various running distances including sprints, middle distance, long distance and relay races. For example, 100m, 1500m and even marathons!</p> <p>Some running events involve running as a team. This is called a relay race.</p> <p>Field events involve either jumping or throwing.</p> <p>Various objects are thrown. For example, the shot put, the hammer, the javelin and the discuss.</p> <p>Jumping events can include jumping for height, or jumping for distance. Some</p>	<p>Select and apply skills that meet the needs of the situation, combining and performing each skill with control at speed.</p> <p>Work effectively as part of a team.</p> <p>Successfully run, jump, and throw in isolation and in combination – applying appropriate techniques to achieve personal bests.</p> <p>Understand appropriate pace judgement for the running distance to be covered.</p> <p>Understand the appropriate throwing and jumping technique to achieve maximum distance and height.</p> <p>Share and discuss athletic techniques with others.</p>	<p>Athlete Athletics Run Throw Jump Technique Overarm Underarm Pull Push Sling Run Jog Sprint Pace Distance Accelerate Decelerate Timing Control Coordination</p>

		<p>jumps require a special technique, such as the triple jump.</p> <p>Different events require different skills, even when the focus is the same. For example, running the 100m requires a sprinting technique to be as fast as possible, while running a marathon (26 miles) requires pacing to avoid burnout too soon.</p>	<p>Compare their performance with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Be able to describe the importance of being physically fit and explain how their body reacts and feels when taking part in different activities and undertaking different roles.</p>	<p>Consistency Long jump Triple jump</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To use a run up when jumping 2) To use the correct combination of jumps to complete the triple jump 3) To run with control and purpose over varied distances 4) To throw an object by overarm, underarm, pulling, pushing and slinging 5) To use a run up when throwing 6) To practise to improve throwing distance 				
	<p>Su2: PE Specialist: Hockey</p>	<p>Hockey is an invasion game usually made up of 11 players on a team, including a goalie.</p> <p>Each outfield player has a position which requires a specific set of skills.</p> <p>The aim of the game is to score in the opponents' goal.</p> <p>Each player has a stick which they must control the ball with. Apart from the goalie, players are not allowed to use their hands or feet.</p> <p>Players must own use one side (the flat side) of the stick to hit the ball.</p> <p>Players must not hit another player's stick with their own.</p>	<p>Develop control whilst performing skills at speed.</p> <p>Apply the attacking and defending principles in game situations.</p> <p>Use different skills to keep possession of a ball as part of a team. Change speed and direction to get away from a defender.</p> <p>Choose different formations to suit the needs of the game and choose skills that meet the need of the situation.</p> <p>Identify and evaluate parts of your own game and others, providing feedback. Understand how physical activity can contribute to a healthy lifestyle.</p> <p>Understand how muscles work.</p>	<p>Hockey Stick Ball Team Attack Defend Dribble Indian Dribbling Pass Slap Pass Block Tackle Close down Cover Track Shoot Score Goal Decision Making Possession Teamwork Communication</p>

		<p>For safety reasons, players are not allowed to raise the stick above waist height.</p> <p>Players are allowed to tackle each other and take the ball, but they are not allowed any physical contact or to aim to ball at another player.</p> <p>Field hockey requires a combination of skills including speed, stamina, agility, hand-eye coordination, communication and teamwork.</p>	<p>Adapt games and activities making sure everyone has a role to play.</p> <p>Create short warm up routines that follow basic principles e.g. raises body temperature, mobilise joints muscles.</p>	
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To pass the ball to keep possession in game situations. 2) To dribble the ball whilst under pressure. 3) To apply defending principles in games. 4) To compete in games. 5) To apply attacking principles in games. 6) To understand positions and roles of individuals in team games. 			
RE	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: What does Jesus teach Christians about Prayer?</p>	<p>Christians often think of prayer as a way to speak with God, it is not simply asking for things.</p> <p>Jesus had many teachings about prayer which Christians try to follow.</p> <p>The Lord's Prayer is a common prayer which highlights the different types of action Christians may be performing through prayer: praising, apologising, asking or giving thanks.</p>	<p>Explain what prayer is and why it is important to Christians.</p> <p>Describe the different types of things or do that a Christian might do when praying.</p> <p>Make links between how people talk with each other and how Christians talk to God in prayer.</p> <p>Describe some of Jesus's teachings and guidance on prayer.</p> <p>Describe some of the different ways in which Christians may pray, both alone and in groups.</p>	<p>Prayer</p> <p>God</p> <p>Jesus</p> <p>Talking</p> <p>Teaching</p> <p>Lord's Prayer</p> <p>Action</p> <p>Praising</p> <p>Apologising</p> <p>Asking</p> <p>Giving thanks</p> <p>Alone</p> <p>Groups</p> <p>Church</p> <p>Private</p>

		<p>Christians may pray by themselves, or together in many different ways, places or manners.</p> <p>Christian songs may often also replicate prayers and demonstrate the same types of action.</p>	<p>Describe how Christian songs can be related to prayers and demonstrate the same types of action.</p>	<p>Public Song</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand what prayer is and why it is important to Christians 2) To find out about Jesus's teachings on prayer 3) To explore the role of the Lord's Prayer in Christianity 4) To understand how Christians pray together 5) To explore how song can be linked to prayer 				
	<p>Su2: Developing debate in RE</p>	<p>As religions have different rules, views or opinions on a range of matters, it's natural that sometimes people will disagree on ideas related to belief.</p> <p>A debate is an opportunity to discuss, disagree and share our opinions in a fair, supportive and non-aggressive way.</p> <p>Disagreeing with others is not a problem, so long as we do this without being unkind to each other.</p> <p>If we make a statement about what we believe, it's important that we back this up using reasons.</p> <p>Think about the views of others, and practising articulating points of view we may disagree with, is an excellent way of getting to know our own thoughts better.</p>	<p>Explain what a debate is, why people may have different opinions and how we can express and discuss these in a safe way.</p> <p>Listen carefully to the views of others, explaining what they think and why, even if it disagrees with their own views.</p> <p>Support our statements with well-chosen reasons and arguments.</p> <p>Disagree with others, by providing reasons, without upsetting or angering anyone.</p> <p>Express views and opinions that we may not hold to explore what others think and feel.</p> <p>Take part in a group debate in a sensible, kind and safe way.</p>	<p>Religion Opinion View Debate Reason Statement Argument Kind Considerate Respectful Listen Repeat Share Agree Disagree</p>
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand what debate is 2) To explore arguments for and against different statements 3) To be able to think of reasons to support a point of view 4) To practise articulating different points of view 				

5) To be able to take part in a debate

Theme	Knowledge	Skills	Key vocabulary and concepts
<p>Su1: Relationships</p>	<p>Just like our bodies, our minds can be well or unwell. This is what is called our mental health.</p> <p>Negative feelings are part of everyday life. However, if we don't take care of our mental health, we can become sad, stressed, anxious or angry too often.</p> <p>Grief is the feeling we experience when we lose something or someone that we care about a lot. Grief often moves through different stages associated with different feelings.</p> <p>Unfortunately, some people will try to control other people and make them do things they don't want to.</p> <p>It is important that we learn how to stand up for ourselves without breaking any rules or resorting to violence.</p> <p>Being online is fun, but comes with some risks. It is important that we learn how to decide whether something online is safe or not.</p> <p>When we communicate with friends and family online, we need to make sure that we are doing so in a safe way.</p> <p>If we post images online, we need to think carefully about whether the images are suitable and how we can ourselves safe.</p>	<p>Be confident in talking about mental health and how to look after it.</p> <p>Be able to recognise when normal feelings may be becoming a problem, and how we can help ourselves to deal with this.</p> <p>Identify the different stages of grief and how we can help ourselves or others dealing with losing someone or something.</p> <p>Identify the ways in which some people try to control others, including ourselves.</p> <p>Discuss how we can stand up for ourselves without breaking any rules or resorting to violence.</p> <p>Identify and discuss when a website, app or interaction is safe or unsafe online.</p> <p>Identify the ways in which we must behave to stay safe online when communicating with friends and family.</p> <p>Discuss when we should and shouldn't share images online and how to do this safely.</p>	<p>Physical health Mental health Negative feelings Positive feelings Sadness Stress Anxiety Anger Grief Stages Control Consent Online Risk Safe Unsafe Communicate Friends Family Images Suitable Unsuitable</p>

<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To understand what mental health is why it is important to take care of it 2) To understand what grief is and how it may move in stages 3) To recognise how people try to control others and know how to stand up for myself 4) To be able to judge when something is safe online 5) To be to communicate safely online with friends and family 6) Online safety: To know how to keep images of myself safe online (P2) 				
	<p>Su2: Changing Me</p>	<p>The way we think about the way we look is called our 'self-image'. It's important that we know what may influence our 'self-image' and find ways of positively reframing our negative thoughts.</p> <p>When children begin to turn into adults, the process is called puberty.</p> <p>Puberty can start and finish at a range of ages, but usually takes place within the teenage years.</p> <p>During puberty, our bodies begin to grow, we grow hair in new places, our voices may change and our feelings begin to change. Girls start to menstruate, which is also known as having a period.</p> <p>As we enter puberty, our bodies begin to sweat more and it is important that we keep ourselves clean and change our clothes regularly.</p> <p>A baby can be created when a male and a female have sex (conception). If a man's sperm reaches and fertilises a woman's egg, this begins to develop into</p>	<p>Reflect on the idea of self-image, and discuss the factors which might influence the way in which we feel about the way we look.</p> <p>Reframe negative thoughts and feelings into more constructive ways of thinking.</p> <p>Explain the process of puberty and the physical and emotional changes that come with this.</p> <p>Use the correct vocabulary to discuss the differences between male and female bodies and the specific changes they go through during puberty.</p> <p>Describe the process of conception using the correct vocabulary.</p> <p>Explain how a baby develops over a nine-month period of pregnancy.</p> <p>Explain how science can be used to support conception when natural methods have failed.</p> <p>Describe ways in which some people may try to control others online and how we can overcome these.</p>	<p>Self-image Self-esteem Body-image Positive Negative Reframe Puberty Changes Physical Mental / emotional Hygiene Washing Deodorant Pubic hair Hormones Voice breaking Wet dream Masturbation Penis Testicles Scrotum Urethra Erection Semen Sperm Vagina Uterus Womb Fallopian tubes</p>

		<p>an embryo, then a foetus and then into a baby. It takes 9 months for the baby to be ready to be born.</p> <p>Science can also help conception take place if needed. There are many ways in which this can happen.</p> <p>When engaging with others online, it is important that no one does things that they don't want to.</p> <p>Unfortunately, there are a number of ways someone might try to control others online.</p>	<p>Explain the importance of consent when interacting with others both online and in real life.</p>	<p>Vulva Clitoris Menstruation Ovulation Tampon Sanitary towel Breasts Conception Sexual intercourse Relationships Contraception Insemination Law Pregnancy Foetus Embryo Umbilical cord Control Consent</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To be aware of my self-image and the factors that may influence this 2) To understand how boys' and girls' bodies change during puberty 3) To reflect upon how our feelings will change during puberty 4) To understand how to stay clean as we grow older 5) To understand how babies are created 6) To understand how babies develop through pregnancy and how they are born 7) Online safety: To learn about control and consent online (S1) 			
Music	<p>Theme</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Key vocabulary and concepts</p>
	<p>Su1: Ukuleles: The Beatles</p>	<p>The ukulele is a small, guitar-like, stringed instrument. They are small, easy to carry and can be used to play a number of genres.</p> <p>Ukuleles typically have 4 strings.</p>	<p>Play and sing with a consistent and appropriate tone, accurate tuning and good breath control. Sing and play with a clear sense of the style of the music</p> <p>Maintain good posture when playing or singing.</p> <p>Listen carefully to and evaluate a range of live and recorded music from different traditions,</p>	<p>Ukulele Body Neck Frets Strings Sound hole Headstock Tuners Bridge</p>

	<p>Ukuleles are often played by playing chords (a set of notes played at the same time).</p> <p>For right-handed musicians, the neck of the ukulele is held in the left hand. This is the hand which forms the chord shapes. The instrument is strummed with the right hand.</p> <p>Yellow Submarine is a positive and upbeat song by the famous band singer, The Beatles.</p> <p>The song requires three basic chords to be played: G, D and C with potentially Em and Am too.</p>	<p>genres, styles and times and respond appropriately to the context.</p> <p>Give opinions about their own and others' music sensibly and justify these well.</p> <p>Make specific comments and justify these well.</p> <p>Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</p> <p>In performance and rehearsal, show increasing confidence, expression, skill and level of musicality and an ability to take on different roles.</p> <p>Make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements.</p>	<p>Song</p> <p>Genre</p> <p>Composer</p> <p>Performer</p> <p>Notes</p> <p>Chords</p> <p>Chord Diagram</p> <p>Strumming</p> <p>Appraise</p> <p>Tempo</p> <p>Beat</p> <p>Rhythm</p> <p>Mood</p> <p>Melody</p> <p>Lyrics</p> <p>Meaning</p>	
<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn the basics of playing the ukulele: holding the instrument, strumming and reading chord diagrams 2) To learn the chords needed for our song: G / D / C 3) To listen to and appraise our song 4) To learn how to play our song 5) To practise and perform our song 				
	<p>Su2: Ukuleles: The Beatles</p> <p>The ukulele is a small, guitar-like, stringed instrument. They are small, easy to carry and can be used to play a number of genres.</p> <p>Ukuleles typically have 4 strings.</p> <p>Ukuleles are often played by playing chords (a set of notes played at the same time).</p> <p>For right-handed musicians, the neck of the ukulele is held in the left hand. This is the hand which forms the chord</p>	<p>Play and sing with a consistent and appropriate tone, accurate tuning and good breath control. Sing and play with a clear sense of the style of the music</p> <p>Maintain good posture when playing or singing.</p> <p>Make up music by organising musical ideas into simple structures which match my task (the context and purpose)</p> <p>Create simple rhythmic patterns, melodies and accompaniments using a particular structure, scales or set of notes etc.</p>	<p>Ukulele</p> <p>Body</p> <p>Neck</p> <p>Frets</p> <p>Strings</p> <p>Sound hole</p> <p>Headstock</p> <p>Tuners</p> <p>Bridge</p> <p>Song</p> <p>Genre</p> <p>Composer</p> <p>Performer</p> <p>Notes</p>	

French	<p>shapes. The instrument is strummed with the right hand.</p> <p>We can use existing songs to form our own, new songs. We can do this by changing the chord pattern, changing the melody, changing the lyrics and changing the tempo.</p> <p>If we want to perform a song, we need to make sure we have learnt and rehearsed it beforehand.</p>	<p>Work well in a group and show respect for other children by listening to their ideas and suggestions, adopting or adapting these to match the task (e.g. to explore different moods, structures and purposes).</p> <p>Sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges.</p> <p>In performance and rehearsal, show increasing confidence, expression, skill and level of musicality and an ability to take on different roles.</p> <p>Make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements.</p>	<p>Chords Chord Diagram Strumming Melody Lyrics Chord pattern Practise Perform</p>
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To recap the basics of playing the ukulele from last half-term 2) To practise playing our song and think about what we can change 3) To change the chord pattern to a song 4) To change the melody and lyrics to a song 5) To practise and perform my song 		

French	Theme	Knowledge	Skills	Key vocabulary and concepts
	<p>Su1: The Future (Y5 continue with cycle 1 unit: Seasons)</p>	<p>When talking about playing sports or games, “<i>jouer</i>” is followed by the preposition “<i>à</i>”. “<i>À</i>” combines with the definite articles which follow it, so “<i>jouer à</i>” + “<i>le foot</i>” = “<i>jouer au foot</i>”.</p> <p>The preposition “<i>de</i>” comes after the verb “<i>faire</i>” (“to do”) — it usually combines with the definite article that follows it to become either “<i>du</i>”, “<i>de la</i>” or “<i>des</i>”. For example, “<i>faire de</i>” + “<i>le vélo</i>” = “<i>faire du vélo</i>”.</p>	<p>Change simple adjectives appropriately to match the gender and number of the noun.</p> <p>Form comparative sentences (ensuring the correct form of the adjective is applied).</p> <p>Write and perform a role-play, incorporating basic future tense sentences.</p> <p>Discuss the effect of certain words in the unit’s story when prompted.</p>	<p>Noun Verb Adjective Gender Match Comparative Role play Past Present Future Tense</p>

	<p>“<i>Ses</i>” means “his”, “hers” or “its” when talking about something that’s plural and “<i>mes</i>” means “my” when talking about something plural.</p> <p>Usually adjectives just need an extra “<i>e</i>” added to the end of them to become feminine; the only exception here is “<i>jeune</i>” (“young”) — it already ends in an “<i>e</i>” so it doesn’t need another.</p> <p>A comparative sentence is formed by saying that something is “more X than Y” (“<i>plus X que Y</i>”). If you want to say that something is “less X than Y” it’s “<i>moins X que Y</i>”.</p>		<p>French vocabulary about:</p> <ul style="list-style-type: none"> Locations Week activities Hobbies Physical characteristics Emotional characteristics Feelings
	<p>Sequence of Lessons:</p> <ol style="list-style-type: none"> 1) To learn how to say where you are going 2) To be able to talk about what you are doing at the weekend 3) To be able to discuss tomorrow 4) To begin to compare people 5) To be able to explain how you feel in more detail 		
	<p>Su2: Jobs (Y5 continue with cycle 1 unit: The Environment)</p>	<p>When talking about what job someone does in French, you don’t need an indefinite article — “<i>Il est fermier.</i>” (“He’s a farmer.”). This also applies to when you’re saying what you’d like to do — “<i>Je veux être astronaute.</i>” (“I want to be an astronaut.”).</p> <p>When two verbs are used directly after each other in the present tense, the second verb needs to be in the infinitive — “<i>Je veux être astronaute.</i>” (“I want to be an astronaut.”).</p>	<p>Recall, say and write most of the unit’s job titles with their correct articles.</p> <p>Identify the future tense with little help.</p> <p>Write a short, descriptive passage from memory, using some irregular verbs in the third person, with little help.</p> <p>Change regular singular nouns into their plural forms with little help.</p>

				Locations Space Firefighting
	Sequence of Lessons: 1) To be able to say what job you want to do as an adult 2) To explain which jobs different people do 3) To explain where different people work 4) To be able to say what you can see from a space station 5) To explain the different tasks that firemen do			