



YEAR 5 LONG TERM PLAN 2021-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	<i>See English Long Term Plan</i>					
MATHEMATICS	<i>See Maths Long Term Plan</i>					
SCIENCE	<p>Earth and Space</p> <ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky <p>FBV: Mutual Respect</p> <p>A28: Right to Education</p> <p>E&D: Religion or Belief</p>	<p>Forces</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect <p>A28: Right to Education</p> <p>E&D: Religion or Belief</p> <p>GG: Climate Action/ Responsible Consumption and Production.</p>	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals <p>GG: Climate Action/ Responsible Consumption and Production.</p> <p>A28: Right to Education</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>	<p>Animals Including Humans</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age <p>GG: Climate Action/ Responsible Consumption and Production.</p> <p>A28: Right to Education</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>	<p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda <p>GG: Climate Action/ Responsible Consumption and Production.</p> <p>A28: Right to Education</p>	

<p>RE</p>	<p>UNIT 5:1 How and why do Christians read the Bible?</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>	<p>UNIT 5:2 Christmas – Gospels of Luke and Matthew</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>	<p>UNIT 5: 3 Jesus the Teacher</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>	<p>UNIT 5:4 Easter Themes- Trust, Betrayal and Victory</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief/ Disability.</p>	<p>UNIT 5:5 Women in the Bible Unit 5:6 Loss Death and Christian Hope</p> <p>FBV: Individual Liberty/ Democracy/ Mutual Respect</p> <p>GG: Peace, Justice and Strong Institutions/ Gender Equality.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>	<p>World faith - Sacred texts and sacred spaces</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>
<p>PSHE, CITIZENSHIP & RSE (inc MH&WB)</p>	<p>Being Me in My World</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a</p>	<p>Celebrating Difference</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> <p>GG: Peace, Justice and Strong Institutions.</p>	<p>Dreams and Goals</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p>	<p>Healthy Me</p> <p>I can explain different roles that food and substances can play in people’s lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p>	<p>Relationships</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways</p>	<p>Changing Me</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me</p>

	<p>wider community context.</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>	<p>A13: Freedom of Expression A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>	<p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>	<p>GG: Peace, Justice and Strong Institutions.</p> <p>A24: Right to Healthcare</p> <p>E&D: Religion or Belief</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>	<p>that may be risky or cause harm to myself or others</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A14: Freedom of Thought, Belief and Religion.</p> <p>E&D: Religion or Belief</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>	<p>during puberty, and that I accept these changes might happen at different times to my friends.</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>A24: Right to Healthcare</p> <p>E&D: Religion or Belief</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>
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COMPUTING	Sharing Information	Selection in Physical Computing	Vector Drawing	Flat-file Databases	Selection in Quizzes	Video Editing
	I can explain that systems are built using a number of parts	I can build a simple circuit to connect a microcontroller to a computer	I can recognise that vector drawings are made using shapes	I can create multiple questions about the same field	I can recall how conditions are used in selection	I can explain that video is a visual media format
	I can describe that a computer system features inputs, processes, and outputs	I can program a microcontroller to light an LED	I can identify the main drawing tools	I can explain how information can be recorded	I can identify conditions in a program	I can identify features of videos
	I can explain that computer systems communicate with other devices	I can explain why I used an infinite loop	I can discuss how a vector drawing is different from paper-based drawings	I can order, sort, and group my data cards	I can modify a condition in a program	I can compare features in different videos
	I can identify tasks that are managed by computer systems	I can connect more than one output device to a microcontroller	I can identify the shapes used to make a vector drawing	I can navigate a flat-file database to compare different views of information	I can use selection in an infinite loop to check a condition	I can identify and find features on a digital video recording device
	I can identify the human elements of a computer system	I can design sequences for given output devices	I can explain that each element added to a vector drawing is an object	I can explain what a 'field' and a 'record' is in a database	I can identify the condition and outcomes in an 'if... then... else...' statement	I can experiment with different camera angles
	I can explain the benefits of a given computer system	I can decide which output devices I control with a count-controlled loop	I can move, resize, and rotate objects I have duplicated	I can choose which field to sort data by to answer a given question	I can create a program with different outcomes using selection	I can make use of a microphone
	I can recognise that data is transferred using agreed methods	I can explain that a condition is something that can be either true or false (eg whether a value is more than 10, or whether a button has been pressed)	I can use the zoom tool to help me add detail to my drawings	I can explain how information can be grouped	I can explain that program flow can branch according to a condition	I can suggest filming techniques for a given purpose
	I can explain that networked digital devices have unique addresses	I can identify how alignment grids and resize handles can be used to improve consistency	I can modify objects to create different effects	I can group information to answer questions	I can design the flow of a program which contains 'if... then... else...'	I can capture video using a range of filming techniques
		I can experiment with a 'do until' loop	I can identify that each added object creates a new layer in the drawing	I can combine grouping and sorting to answer more specific questions	I can show that a condition can direct program flow in one of two ways	I can review how effective my video is
		I can program a microcontroller to respond to an input		I can choose which field and value are required to answer a given question	I can outline a given task	

	<p>I can explain that data is transferred over networks in packets</p> <p>I can recognise that connected digital devices can allow us to access shared files stored online</p> <p>I can send information over the internet in different ways</p> <p>I can explain that the internet allows different media to be shared</p> <p>I can recognise that connected digital devices can allow us to access shared files stored online</p> <p>I can send information over the internet in different ways</p> <p>I can explain that the internet allows different media to be shared</p> <p>I can identify different ways of working together online</p>	<p>I can explain that a condition being met can start an action</p> <p>I can identify a condition and an action in my project</p> <p>I can use selection (an 'if... then...' statement) to direct the flow of a program</p> <p>I can identify a condition to start an action (real world)</p> <p>I can describe what my project will do (the task)</p> <p>I can create a detailed drawing of my project</p> <p>I can write an algorithm to control lights and a motor</p> <p>I can use selection to produce an intended outcome</p> <p>I can test and debug my project</p> <p>FBV: Rule of Law</p> <p>GG: Climate Action/ Responsible Consumption and Production.</p> <p>A13: Freedom of Expression</p>	<p>I can identify which objects are in the front layer or in the back layer of a drawing</p> <p>I can change the order of layers in a vector drawing</p> <p>I can copy part of a drawing by duplicating several objects</p> <p>I can group to create a single object</p> <p>I can reuse a group of objects to further develop my vector drawing</p> <p>I create alternatives to vector drawings</p> <p>I can suggest improvements to a vector drawing</p> <p>I can apply what I have learned about vector drawings</p> <p>FBV: Rule of Law</p> <p>GG: Climate Action/ Responsible Consumption and Production.</p> <p>A13: Freedom of Expression</p>	<p>I can outline how 'AND' and 'OR' can be used to refine data selection</p> <p>I can choose multiple criteria to answer a given question</p> <p>I can select an appropriate chart to visually compare data</p> <p>I can refine a chart by selecting a particular filter</p> <p>I can explain the benefits of using a computer to create graphs</p> <p>I can ask questions that will need more than one field to answer</p> <p>I can refine a search in a real-world context</p> <p>I can present my findings to a group</p> <p>FBV: Rule of Law</p> <p>A26: Social Security</p> <p>GG: Climate Action/ Responsible Consumption and Production.</p>	<p>I can use a design format to outline my project</p> <p>I can identify the outcome of user input in an algorithm</p> <p>I can implement my algorithm to create the first section of my program</p> <p>I can test my program</p> <p>I can share my program with others</p> <p>I can implement my algorithm to create the first section of my program</p> <p>I can test my program</p> <p>I can share my program with others</p> <p>FBV: Rule of Law</p> <p>GG: Climate Action/ Responsible Consumption and Production.</p> <p>A13: Freedom of Expression</p>	<p>I can outline the scenes of my video</p> <p>I can decide which filming techniques I will use</p> <p>I can create and save video content</p> <p>I can store, retrieve, and export my recording to a computer</p> <p>I can explain how to improve a video by reshooting and editing</p> <p>I can select the correct tools to make edits to my video</p> <p>I can make edits to my video and improve the final outcome</p> <p>I can recognise that my choices when making a video will impact</p>
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	<p>I can recognise that working together on the internet can be public or private</p> <p>I can explain how the internet enables effective collaboration</p> <p>FBV: Rule of Law</p> <p>GG: Climate Action/ Responsible Consumption and Production.</p> <p>A16: Right to Privacy</p> <p>E&D: Religion or Belief</p>			<p>E&D: Religion or Belief</p>		<p>the quality of the final outcome</p> <p>I can evaluate my video and share my opinions</p> <p>FBV: Rule of Law</p> <p>GG: Climate Action/ Responsible Consumption and Production.</p> <p>A13: Freedom of Expression</p>
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<p>HISTORY</p>	<p>Anglo Saxons and Vikings</p> <ul style="list-style-type: none"> · I know that the Anglo-Saxon era began in 410AD and ended in 1066AD. · I know where the Anglo-Saxons travelled from and where they first invaded in Britain. · I know that the Anglo-Saxons were actually three different tribes from three-different areas; the Angles, the Saxons and the Jutes. · I know that the Anglo-Saxons were <i>invaders</i> and <i>settlers</i>. · I know what different aspects of life in Anglo-Saxon Britain were like e.g. buildings, jobs, story-telling, clothes, jewellery, tools. <ul style="list-style-type: none"> · I know about the Anglo-Saxon <i>heptarchy</i>. · I know about the Anglo-Saxon conversion to Christianity. · I know that the Vikings first invaded Britain in 793AD at Lindisfarne. · I know where the Vikings travelled from and where they settled in Britain. <ul style="list-style-type: none"> · I know about the <i>Danelaw</i>. · I know about Viking life at this time in Britain e.g. Viking houses, jobs, life as a Viking child, Gods, paganism, celebrations. · I know about some of the Anglo-Saxon kings (King Alfred and King Athelstan) and their impact on life in Britain. · I know how the Anglo-Saxon and Viking era came to an end in 1066AD. <p>A28: Right to Education</p> <p>FBV: Rule of Law</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>E&D: Religion or Belief</p>	<p>Ancient Greece</p> <ul style="list-style-type: none"> · I know how and why the Greek empire changed and grew. <ul style="list-style-type: none"> · I know how a timeline works, including BC and AD. · I know some Greek events and can order a Greek timeline. · I know what democracy is and can give reasons about whether I think they are fair or not. <ul style="list-style-type: none"> · I know about and can compare ancient and modern democracy. · I know the legacy of the Athenian democratic system. · I know and can infer information from artefacts about what life was like in Ancient Greece. · I know what other sources I might need to get a fuller picture about life in Ancient Greece. <ul style="list-style-type: none"> · I know how Athens and Sparta are similar and different. <ul style="list-style-type: none"> · I know the events of the Battle of Marathon. · I know about the achievements of Alexander the Great. · I know similarities and differences between the empires of Ancient Greece and Britain. · I know how useful Greek myths/legends help us to find out about the past. · I know that aspects of the past have been represented and interpreted in different ways. · I know how important the Ancient Games were to the modern Olympic Games and can say what is the same and what has changed. · I know and can show knowledge and understanding of aspects of life in Ancient Greece <ul style="list-style-type: none"> · I know and can identify the most important legacy of the Ancient Greeks giving reasons <p>A28: Right to Education</p> <p>FBV: Rule of Law</p> <p>GG: Peace, Justice and Strong Institutions.</p> <p>E&D: Religion or Belief</p>	<p>Biomes</p>
<p>GEOGRAPHY</p>	<p>Anglo Saxons</p> <p>Name and locate geographical regions and their identifying physical characteristics.</p> <p>Use maps, atlases, globes and digital mapping.</p>	<p>Ancient Greece</p> <p><i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</i></p> <p>FBV: Tolerance of Different Cultures and Religions.</p> <p>GG: Decent Work and Economic Growth</p> <p>E&D: Religion or Belief</p>	<p>Biomes</p> <p><i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle .</i></p> <p><i>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</i></p>

	<p>FBV: Tolerance of Different Cultures and Religions.</p> <p>GG: Decent Work and Economic Growth</p> <p>E&D: Religion or Belief</p>		<p><i>natural resources including energy, food, minerals and water.</i></p> <p><i>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></p> <p>Know the term 'biome' and identify biomes of the world, including underwater biomes.</p> <p>Know the features of biomes, including vegetation, wildlife and climate and identify indigenous peoples of the biomes.</p> <p>Know that the threats faced by the various biomes of the world are serious and urgent.</p> <p>Know how organisms in a habitat depend on each other.</p> <p>Know the delicate interdependent nature of ecosystems.</p> <p>Know how plastic's properties are what makes it a valuable resource.</p> <p>Know about global environmental problems and solutions.</p> <p>Know the role of plastic in today's society and how it impacts the world.</p> <p>Know the power of change by one community.</p> <p>FBV: Rule of Law</p> <p>GG: Climate Action/ Responsible Consumption and Production.</p>
ART & DESIGN	Drawing	Painting	Sculpture

	<p>I can select, use and manipulate a range of coloured media descriptively and expressively to represent objects/ shapes observed, remembered or imagined with increasing accuracy and fluency.</p> <p>I can select appropriate drawing techniques to achieve a specific outcome such as hatching, scribbling, stippling, and blending.</p> <p>I have developed my understanding of simple perspective in using a single focal point and horizon.</p> <p>I can make quick studies from observation to record action or movement with some fluency.</p> <p>I can express ideas and observations responding to advice from others to rework and improve my design idea.</p> <p>I know how to use a sketchbook to plan and develop ideas, gather evidence and investigate testing media.</p> <p>I can select a view and use a viewfinder to record what is in the frame and compile and develop several studies as visual evidence for a purpose.</p>	<p>I can demonstrate secure knowledge of primary and secondary, warm and cold, complimentary and contrasting colours.</p> <p>I can mix and match colours to atmosphere and light effects. I can mix colour, shades and tones with confidence, building on previous knowledge.</p> <p>I can develop a painting from a drawing.</p> <p>I can experiment and begin to use my own style of painting.</p> <p>I can recognise the art of key artists and begin to place them in key movements or historical events.</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>A31: Leisure, Play and Culture</p> <p>GG: Responsible Consumption and Production.</p>	<p>I can recognise sculptural forms in the environment including furniture and buildings.</p> <p>I have used a stimuli for the starting point for 3D work with a particular focus on form, shape, pattern, texture, colour.</p> <p>I have combined pinching, slabbing and coiling to produce end pieces.</p> <p>I can recreate 2D images in 3D, looking at one area of experience, e.g. recreate a landscape or figure focusing on form/ surface.</p> <p>I have modelled over an armature: newspaper frame for papier mache.</p> <p>I can make imaginative use of the knowledge I have acquired of tools, techniques and materials to express own ideas and feelings</p> <p>I can apply knowledge of different techniques to expressive scale, weight or a concept.</p>
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	<p>FBV: Tolerance of Different Cultures and Religions/ Individual Liberty</p> <p>A31: Leisure, Play and Culture</p> <p>GG: Responsible Consumption and Production.</p> <p>E&D: Religion or Belief</p>		<p>I have developed understanding of different ways of finishing work: glaze, paint, polish.</p> <p>I can use carving as a form of 3D art.</p> <p>I can adapt work as and when necessary and explain why.</p> <p>I can compare the style of different styles and approaches: Moore, Aztec.</p> <p>FBV: Tolerance of Different Cultures and Religions/ Individual Liberty</p> <p>A31: Leisure, Play and Culture</p> <p>GG: Responsible Consumption and Production.</p>
<p>DESIGN & TECHNOLOGY</p>	<p>Enterprise Project: Christmas present</p> <p>I generate two or more ideas by collecting and using information and discuss the positives and negatives of each.</p> <p>I work from my own detailed plans, modifying them where appropriate.</p> <p>I clarify my ideas through discussion, drawing and modelling.</p> <p>I understand that my finished product needs to be of a good quality.</p> <p>I make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve my technique.</p>	<p>DT Project: Cam Toy/ Hydraulic Head</p> <p>I generate two or more ideas by collecting and using information and discuss the positives and negatives of each. I work from my own detailed plans, modifying them where appropriate.</p> <p>I clarify my ideas through discussion, drawing and modelling.</p> <p>I understand that my finished product needs to be of a good quality.</p> <p>I make cuts (scissors, snips, saw) accurately and reject pieces that are not accurate and improve my technique.</p> <p>I use a range of joining techniques.</p> <p>I take my time to refine and improve my product.</p>	<p>Cooking & Nutrition Unit</p> <p>I measure out my ingredients by weight or quantity, using scales where appropriate.</p> <p>I work in a safe and hygienic way.</p> <p>My food product is presented to impress the intended user.</p> <p>I describe my food product in terms of taste, texture, flavour and relate this to the intended purpose of the food.</p> <p>I understand that some foods may not be eaten raw, as it is unsafe.</p>

	<p>I use a range of joining techniques.</p> <p>I take my time to refine and improve my product.</p> <p>I persevere through different phases of the making process.</p> <p>I make sure that my product is strong and fit for its intended use.</p> <p>I experiment with a range of materials until I find the right mix of affordability, appeal and appropriateness for the job.</p> <p>I ensure my product is appealing and useable</p> <p>I consider if my product can be improved.</p> <p>I evaluate appearance and function against the original criteria.</p> <p>I test and evaluate my products, showing that I understand the situations my products will have to work.</p> <p>Throughout the making process I continually evaluate that my product is the best that it can be.</p> <p>When designing I think about the end user.</p> <p>My textile products include structural changes, such as plaiting or weaving to create new products such as rope, belts, bracelets etc.</p> <p>I use my art textiles skills such as stitching to help create a product that is sturdy and fit for purpose.</p> <p>GG: Responsible Consumption and Production</p> <p>A13: Freedom of Expression</p> <p>FBV: Individual Liberty</p>	<p>I persevere through different phases of the making process.</p> <p>I make sure that my product is strong and fit for its intended use.</p> <p>I experiment with a range of materials until I find the right mix of affordability, appeal and appropriateness for the job.</p> <p>I ensure my product is appealing and useable</p> <p>I consider if my product can be improved.</p> <p>I evaluate appearance and function against the original criteria.</p> <p>I test and evaluate my products, showing that I understand the situations my products will have to work.</p> <p>Throughout the making process I continually evaluate that my product is the best that it can be.</p> <p>I know the application of mechanisms to create movement.</p> <p>I have explored mechanical movement using hydraulics and pneumatics.</p> <p>I can use a range of appropriate tools, materials and equipment with a developing degree of skill.</p> <p>I make holes (punch, drill) accurately</p> <p>I draw on and use various sources of information to develop my ideas.</p> <p>I can produce a detailed step by step plan.</p> <p>GG: Responsible Consumption and Production.</p> <p>A13: Freedom of Expression</p> <p>FBV: Tolerance of Different Cultures and Religions/ Individual Liberty</p>	<p>I understand that cooking alters the flavour and texture of foods and use this knowledge in my designs.</p> <p>GG: Zero Hunger/ Good Health and Well-Being/ Clean Water and Sanitation.</p> <p>A24: Health and Health Services</p>
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E&D: Religion or Belief						
PE	Gymnastics	Fitness	Hockey	Basketball	Tennis	Cricket
	<p>I can create and perform sequences using apparatus, individually and with a partner.</p> <p>I can lead a partner through short warm-up routines.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use feedback provided to improve my work.</p> <p>I can use set criteria to make simple judgments about performances and suggest ways they could be improved.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p> <p>I can work safely when learning a new skill to keep myself and others safe.</p> <p style="text-align: center;">Tag Rugby</p> <p>I can communicate with my team and move into space to keep possession and score.</p>	<p>I can analyse my fitness scores to identify areas for improvement.</p> <p>I can choose the best pace for a running event and maintain speed.</p> <p>I can encourage and motivate others to work to their personal best.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can work with others to manage activities.</p> <p>I understand the different components of fitness and how to test them.</p> <p>I understand what my maximum effort looks and feels like and I am determined to achieve it.</p> <p style="text-align: center;">Football</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can often make the correct decision of who to pass to and when.</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking, tackling and intercepting when playing in defence.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play fairly and honestly.</p> <p>I understand there are different skills for different situations, and I am beginning to apply this.</p> <p style="text-align: center;">Swimming</p> <p>I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p style="text-align: center;">FBV: Democracy/ Rule of Law</p>	<p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p style="text-align: center;">Netball</p> <p>I can communicate with my team and move into space to keep possession and score.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass, receive and shoot the ball with some control under pressure.</p>	<p>I am developing a wider range of skills and I am beginning to use these under some pressure.</p> <p>I can identify how different activities can benefit my physical health.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can use feedback provided to improve my work.</p> <p>I can work cooperatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p style="text-align: center;">Athletics</p> <p>I can choose the best pace for a running event.</p> <p>I can identify good athletic performance and explain why it is good.</p>	<p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can strike a bowled ball with increasing consistency.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p>

	<p>I can identify when I was successful and what I need to do to improve.</p> <p>I can pass and receive the ball with some control under pressure.</p> <p>I can tag opponents and close down space.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>FBV: Democracy/ Rule of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p> <p>E&D: Disability</p>	<p>I can use tracking and intercepting when playing in defence.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can use them most of the time to play honestly and fairly.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>FBV: Democracy/ Rule of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p> <p>E&D: Disability</p>	<p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p> <p>E&D: Disability</p>	<p>I can stay with an opponent and I confident to attempt to intercept.</p> <p>I know what position I am playing in and how to contribute when attacking and defending.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to apply this.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p> <p>E&D: Disability</p>	<p>I can perform a range of jumps showing some technique.</p> <p>I can show control at take-off and landing in jumping activities.</p> <p>I can take on the role of coach, official and timer when working in a group.</p> <p>I can use feedback to improve my sprinting technique.</p> <p>I persevere to achieve my personal best.</p> <p>I show accuracy and power when throwing for distance.</p> <p>FBV: Democracy/ Ryle of Law</p> <p>GG: Good Health and Well-Being.</p> <p>A31: Leisure, Play and Culture</p> <p>E&D: Disability</p>	<p>Rounders</p> <p>I am beginning to strike a ball with a rounders bat.</p> <p>I am developing a wider range of fielding skills and I am beginning to use these under some pressure.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can work co-operatively with others to manage our game.</p> <p>I understand the need for tactics and can identify when to use them in different situations.</p> <p>I understand the rules of the game and I can apply them honestly most of the time.</p> <p>I understand there are different skills for different situations and I am beginning to use this.</p> <p>FBV: Democracy/ Ryle of Law</p>
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MUSIC	<p>Terrific Technique</p> <p>Children will have established prior learning that means that their musical knowledge, skills and understanding is secure. Have the confidence to undertake leadership roles in composing and performing activities. Show aptitude for their instrument, work hard at technique and make average progress for this stage of their instrumental learning.</p> <p>A31: Leisure, Play and Culture</p> <p>FBV: Tolerance of Different Cultures and Religions/ Individual Liberty</p> <p>GG: Good Health and Well-Being.</p>	<p>Reach for the Stars</p> <p>Children will have the confidence to undertake leadership roles in composing and performing activities. Work regularly at home to extend their range of notes and techniques, making average progress with good tonal quality, fluent playing and well-co-ordinated skills.</p> <p>A31: Leisure, Play and Culture</p> <p>FBV: Mutual Respect/ Democracy</p> <p>GG: Good Health and Well-Being.</p>	<p>Playing Parts</p> <p>Children will quickly internalise the use and application of the newly introduced musical elements. Understand the benefits and long-term importance of developing a warm-up routine on their instrument. Show aptitude for their instrument, working hard at technique and making average progress with good sound, fluent playing and well-co-ordinated skills. They will hold their part in a two-part piece or round with direction; sustain a simple repeated pattern to accompany the singing.</p> <p>A31: Leisure, Play and Culture</p> <p>FBV: Tolerance of Different Cultures and Religions/ Individual Liberty</p> <p>GG: Good Health and Well-Being.</p>	<p>Songwriter</p> <p>Children will take the lead in performing and composing situations, confidently using musical vocabulary to describe not only what they have just heard, but other music that they can recall. Give confidence to others in performing situations. Acquire a secure technique, constantly maintaining and updating their warm-up routine, and incorporating new instrumental technical information as a natural extension of their improving performing ability.</p> <p>A31: Leisure, Play and Culture</p> <p>FBV: Tolerance of Different Cultures and Religions/ Individual Liberty</p> <p>GG: Good Health and Well-Being.</p>	<p>Creative Combos</p> <p>Children will make suggestions for the development of compositions and performances that do not completely rely on cues from the teacher. Extend their instrumental technique beyond that which has been taught in class (by, for example, attending Saturday morning beginner ensembles).</p> <p>A31: Leisure, Play and Culture</p> <p>FBV: Mutual Respect/ Democracy</p> <p>GG: Good Health and Well-Being.</p> <p>E&D: Religion or Belief</p>	<p>Shining Stars</p> <p>Children will initiate and take responsibility for additional rehearsals and concert preparations. Make creative suggestions for the creation of specific 'moods' in the concert performance. Wish to take a lead (perhaps offering to play solo passages) in all aspects of musical activity.</p> <p>A31: Leisure, Play and Culture</p> <p>FBV: Mutual Respect/ Democracy</p> <p>GG: Good Health and Well-Being.</p>

<p>MODERN FOREIGN LANGUAGE</p>	<p>My School, my Subjects</p> <ul style="list-style-type: none"> Talking all about us. School subjects, my opinions. Back to school with the aliens animated story, creative reading and writing. Witch's day at school- talk and write story. <p>A31: Leisure, Play and Culture</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>E&D: Religion or Belief</p> <p>GG: Quality Education</p>	<p>Time in the City</p> <ul style="list-style-type: none"> In the city. Christmas shopping (roleplay). <p>A31: Leisure, Play and Culture</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>E&D: Religion or Belief</p>	<p>Healthy Eating and Going to the Market</p> <ul style="list-style-type: none"> Happy New Year Pantomime and verb to be. Going to the market. Healthy recipe. Jack and the Beanstalk storyread/write/perform <p>A31: Leisure, Play and Culture</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Good Health and Well-Being.</p>	<p>Carnival Clowns and Clothes</p> <ul style="list-style-type: none"> Carnival clowns/fancy dress characters and clothes. Pirate's Lost Treasure story. Fancy dress fashion show <p>A31: Leisure, Play and Culture</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>	<p>Out of this World</p> <ul style="list-style-type: none"> Traveller's survival guide. Fly me to the moon story and planets /simple descriptions. Intergalactic dialogues/design outer space characters and own plants and languages <p>A31: Leisure, Play and Culture</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p> <p>GG: Industry, Innovation and Infrastructure</p>	<p>Going to the Seaside</p> <ul style="list-style-type: none"> Going to the seaside <p>A31: Leisure, Play and Culture</p> <p>FBV: Mutual Respect/ Tolerance of Different Cultures and Religions.</p>
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For objectives taught within each unit of work, please refer to individual subject Long Term Plans

<https://www.rainhillstanns.co.uk/page/?title=Curriculum&pid=7>

Links

FBV: Fundamental British Value

E&D: Equality & Diversity

GG: Global Goal

A??: UNICEF Article