



Year 5

Granby Junior School

Where a topic title is stated rather than detailed with declarative and procedural knowledge, please refer directly to the Granby Progression documents.

	Transition Project 1-week	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Who Let the Gods Out? by Maz Evans	Zita the Space Girl Crawls (Star Wars)	This is Our World Travel brochure examples	Tutankhamun's Tomb (I Was There)	See inside Ancient Greece An extract from Who Let the Gods Out	The Girl who Lost a Leopard An extract from The River Singers	Animal Poems Wildlife The Extraordinary Adventures of Sir David Attenborough
Writing	Presentation Expectations Rainbow Grammar recap Spelling	Descriptive writing Biographies Nature Documentary	Poetry (cinquains) Star War – crawl Short story with dialogue	Rhyming poem Diary entry	Holiday brochure Non chronological report Recipe (linked to DT)	Persuasive advert Persuasive letter	Explanation text Adventure narrative Animal poetry (Shape poetry)
Maths	Presentation Expectations Number Facts Times Tables	Place Value	Addition Subtraction Shape - Geometry	Place Value Addition Subtraction	Place Value Mass and Volume Length and Height	Time Multiplication and division. Fractions	Position and direction Money
Topic Theme	Week 1: Who, What, Where and When – a Year 5 view	Our Planet	Stargazers	The Ancient World Egyptians	The Ancient World Greeks	Derbyshire vs Spain vs North America	Animal Kingdoms
Main Curriculum Driver	History	Geography	Science	History	History	Geography	Science/SRE
Co- Curriculum Driver	Geography	Science	History			History	Geography
Science – Knowledge	Scientists we will learn about this year Timeline: Jane Goodall, Spencer Silver, Galileo Galilei and Isaac Newton.– When were they alive? World map: Where are they from?	Living things and their habitats (life cycles of animals and plants) Declarative: To know that flowering plants reproduce sexually and other plants reproduce asexually. To know the reproductive parts of a flower including: the stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal. To know that pollination is when the male part of a plant (pollen) is carried, by wind, insects or other animals, to the female part of the plant	Earth and Space Declarative: To know that as Earth orbits the Sun, it also spins on its axis. To know that it takes Earth a day (24 hours) to complete a full spin. To know that the Earth rotating makes it look like the sun is moving. To know that the sun rises in the east and sets in the west. To know that as Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time.	Properties and Changes of Materials Declarative: To know that materials can be grouped according to their basic physical properties. To know that properties of materials include: hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism. To know that a material's properties dictate what it can effectively be used for (for example, cooking pans are made from metal, which is a good thermal conductor, allowing heat to quickly transfer from the hob to the contents of the pan).	Forces (friction, gravity, air/water resistance) Declarative: To know that gravity is a force of attraction. To know that Earth's large mass exerts a gravitational pull on all objects on Earth, making dropped objects fall to the ground. To know that friction is a force between two surfaces as they move over each other. To know that friction slows down a moving object, including air resistance and water resistance.		Animals including humans (human development) Declarative: To know that people's bodies change as they age. To know that deterioration occurs in the human body as humans age To know how ageing affects people's daily lives in different ways. To know that humans go through characteristic stages as they develop towards old age.

		(carpel). To know that pollen travels to the ovary, where it fertilises the ovules (eggs). To know that seeds are produced, then dispersed far away from the parent plant and grow new plants. To know the differences in the life cycles of a mammal, an amphibian, an insect and a bird Vocabulary: changes, aging, stages, puberty, childhood, adulthood, deterioration	Key vocabulary: Sun, Moon, star, galaxy, orbit, planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune), spherical, solar system, rotate, gravity, axis	To know that some materials (solutes) will dissolve in liquid (solvents) to form a solution. To know that the solute can be recovered by evaporating off the solvent by heating. To know that some mixtures can be separated by filtering, sieving and evaporating. To know that sieving can be used to separate large solids from liquids and some solids from other solids. To know that filtering can be used to separate small solids from liquids. To know that evaporating can be used to separate dissolved solids from liquids. To know that reversible changes include heating, cooling, melting, dissolving and evaporating. To know that irreversible changes include: burning, rusting, decaying and chemical reactions. Key vocabulary: thermal, electrical, conductor, insulator, change of state, soluble/insoluble, filter, sieve, reversible/non-reversible change, dissolve, solution, burning, rusting and new material.	To know that smooth surfaces usually generate less friction than rough surfaces. To know that mechanisms, such as levers, pulleys and gears, give us a mechanical advantage. To know that the bigger the mechanical advantage, the less force we need to apply. Key vocabulary: force, gravity, air resistance, water resistance, friction, simple machines, mechanisms, gears, levers and pulleys.		To know that puberty is the transition between childhood and adulthood. (move to animals including humans?) To know that humans reproduce sexually, (one female and one male) and produces offspring that are different from the parents. Key vocabulary: baby, infant, toddler, child, adolescent, young adult, adult and senior citizen. Key vocabulary: puberty, reproduce, sexual, sperm, egg, live young, fertilises, metamorphosis, asexual, plantlets, runners, bulbs and cuttings, stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal.
Science – Working Scientifically		Declarative: To know questions can help us find out about the world and can be answered using a range of scientific enquiries. To know that a prediction is used as a statement about what might happen in an investigation based on some prior knowledge or understanding. To know that a method is a set of clear instructions for how to carry out a scientific investigation. To know that not all results may be trustworthy, through variables (with prompting if necessary). To know that accurate observations can be made repeatedly or at regular intervals to identify changes over time. To know that data can be recorded and displayed in different ways, including: tables, bar and line charts, classification keys and labelled diagrams. To know that results are information, such as measurements or observations, that have been collected during an investigation. To know that a conclusion is an explanation of what has been discovered using evidence collected. Procedural: To know how to make observations involving looking closely at objects, materials and living things. To know how to use specialised equipment to take measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C);					

		timers (seconds, minutes and hours); thermometers (°C), and measuring tapes (millimetres, centimetres, metres).					
		How do we know that the Earth is round? Secondary Sources Procedural: To know how to use data – such as tables, bar and line charts, and labelled diagrams to support their interpretation of events and to make sense of hypothesis.	What conducts electricity? Comparative Fair Test Procedural: To know how to record data and display it in different ways, including tables, charts, graphs, keys and labelled diagrams.	Is this material buoyant? Group, classify and identify. Procedural: To know how to use data – such as classification keys and labelled diagrams to support their interpretation of events and to make sense of hypothesis. How can we clean this water? Pattern Seeking Procedural: To know how to make observations involving looking closely at objects, , looking for causal relationships.	How does the mass of an object affect how much force is required to move it? Comparative Fair Test Procedural: To know how to use specialised equipment to take measurements in standard units. Procedural: To know how to make observations involving looking closely at objects, materials and living things.	What affects germination? Fair Test Procedural: To know how to construct a fair test, taking into account a number of variables and limiting their use. Observing Procedural: To know how to make observations involving looking closely at objects, materials and living things.	What makes us old? Observing Procedural: To know how to make observations involving looking closely at objects, materials and living things. Secondary sources Procedural: To know how to use data – such as tables, bar and line charts, classification keys and labelled diagrams to support their interpretation of events and to make sense of hypothesis.
STEM/Enterprise		ExoMars Rover: http://www.stem.org.uk/resources/elibrary/resource/453521/martian-explorers-how-does-exomars-rover-work	Charter Fair Week (see DT)		Science Week		
History 1 Areas of Study				To complete a study of the Ancient Egyptians (Spring 1) and the Ancient Greeks (Spring 2) their impact on the modern world. To be able to describe the achievements of the earliest civilisations To be able to describe the achievements and the impact of the Ancient Egyptians			

History 2 Chronological Understanding	Chronology (Y2/3/4 history revisited Y5 relevant historical eras added) Declarative: : To know that timelines demonstrate the chronology and links between key civilisations in world history. Procedural: To be able to place the ancient Egyptian and Greek civilisations on a time line						
History 3 Historical communication				Declarative: To know that historical information can be presented as a fact file, timeline, description Procedural: To Know how to present ideas and information about the past in variety of ways Procedural: To know and develop understanding of key historical concepts have affected the area of study: monarchy, church, invasion, civilisation, revolution, government, slavery, empire			
History 4 Historical enquiry				To be able to use a range of sources to find out about the past, identifying which of these are primary and secondary sources of evidence e.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings To be able to choose reliable sources of evidence to answer questions and build a picture of past events, realising that there is often not a single answer to historical questions. Declarative: To know that events throughout history are triggered by earlier events and recognise the significance Procedural: To know how to to compare and contrast aspects of history including rulers and monarchs, everyday life, homes and work, technology and innovation. Procedural: To know how to pose questions to better their own understanding			
History Key Concepts/Knowledge			Declarative- To know that the fair coming to Ilkeston is a part of its history. Declarative- To know that the moon was discovered by Galileo. Procedural- To know how the moon was discovered.	Power Monarchs/government Declarative- To know that the Egyptians were ruled by Pharaohs. Declarative- To know of key pharaohs such as Tutankhamun.	Power Monarchs/government Declarative- To know that Alexander the Great was a Greek leader Procedural- To know how Alexander the Great grew his empire Procedural- To know how Alexander the great compared to		

			Declarative- To know that humanity visited the moon. Procedural- To know how humanity visited the moon and the concept of the ‘space race’.	<u>Invasion / Struggle of minority groups:</u> Declarative- To know who the Egyptians were. Procedural- To know how the Egyptians farmed and settled near the Nile. <u>Empire:</u> Declarative- To know that the Egyptians were the most dominant civilisation of the time. <u>Civilisation - Lifestyle:</u> Declarative- To know that the Egyptians used slaves. Procedural- To know how slaves were used. Declarative- To know that the Egyptians worshipped their pharaohs and treated them as Gods. <u>Beliefs - Religion / Rituals:</u> Egyptians - Anubis the God of Mummification and the afterlife, pyramids. Declarative- To know that the Egyptians worshipped a range of Gods. Declarative- To know that the Egyptians believed in Anubis as the God of mummification. Declarative- To know of the book of the dead and its links to the afterlife Procedural- To know how and why the Egyptians used mummification as a means of preserving the body. Procedural: To know how to find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings <u>Inventions/Discoveries:</u> Egyptians - Using the Nile for transport of good to other civilisations and movement of good from boats to land, writing, clocks, moving large stone to make pyramids, hieroglyphics Declarative- To know that the Nile was used to transport goods to other civilisations. Procedural- To know how the impacted the building of the pyramids.	other Greek leaders and his lasting impact. <u>Invasion / Struggle of minority groups:</u> Declarative- To know where the Ancient Greeks came within the civilisation timelines Procedural- To know how the ancient Greeks lived and the development of their fighting skills Procedural- To know how the ancient Greeks compared to the Egyptians. (fighters) <u>Empire:</u> Greeks- Trojan war and the impact on Greece Declarative- To know what happened in the Trojan war. Procedural- To know how the Trojan war impacted the ancient Greeks. <u>Civilisation - Lifestyle:</u> Declarative- To know that Athens and Sparta existed within the Ancient Greek civilisation Procedural- To know how life differed between Athens and Sparta. Procedural- To know that Athens and Sparta had conflict and how this was presented. <u>Beliefs - Religion / Rituals:</u> Declarative- To know that the Greeks believed in the Greek Gods. Declarative- To name some notable Greek Gods- Zeus, Hades, Poseidon. Procedural- To know how the ancient Greeks worshipped the Gods Declarative- To know the belief systems of the ancient Greeks for example- the underworld and Mount Olympus. Procedural: To know how to compare beliefs and behaviour with another time studied- Egyptians. <u>Inventions/Discoveries:</u>	
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Geography.	Locational Knowledge (Y2/3/4 geography revisited – 7 continents, 5 oceans, UK countries and capitals Y4 relevant geographical locations) Declarative: To locate Cuba, South Africa, China, India, Australia, Spain, Derbyshire Europe and North America, Egypt, Greece and other areas studied in the year.	Human and Physical (G3) Intent Statement: To be able to observe, measure and record human and physical features in the local area To be able to identify an increasing range of physical processes, e.g. climate zones and biomes Declarative: To know that the 3 World climate zones are the polar, temperate, and tropical zones. To know that a world biome is a geographical area which has common flora, fauna and climate To know that the World Biomes are: Ocean, Rainforests, Tropical rainforests, Deserts, Savannah, Woodlands, Grasslands and Tundra Procedural: To know how to locate biomes on an atlas and Digimap	Skills and Fieldwork. (G2) Intent Statement: To be able to use world maps, atlases and globes to identify the countries across the world including North and South America To be able to plan and present a self-directed project or research about the studied area Procedural: To know how to read a 6-figure grid reference To know how to create a key using OS symbols for landmarks and areas of interest To know how to follow a route on a small-scale map			Location and Place Knowledge. (G1) Intent Statement: To be able to compare a region of the UK, Europe and North or South America Declarative: To know that topography describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys. Manmade features such as roads, dams, and cities may also be included. To know topographical features of Derbyshire, Costa del Sol and an area of North America identifying human and physical features. To know that there are similarities and differences between the topography of Derbyshire with a European and North American region.	. Sustainability (G4) Intent Statement: To be able to describe and understand economic activity and the distribution of natural resources Declarative: To know that economic activity describes how a country is doing in making goods, and how much money it has. The amount a country sells/makes is called economic activity. To know that natural resources are materials or substances that are produced by the environment. Humans use natural resources to survive. To know that there is a change in distribution of the global population. To know that birth and death rates change and explain why. To know that there are push and pull factors influencing migration e.g. a better quality of life, poverty. To know that climate change can have an impact on the global population. To know that population impacts the amount of traffic and litter in an area. To be accessed during ‘Sustainability Week’ (Summer 2)

Religious Education (Derbyshire Syllabus)		If God is everywhere, why go to a place of worship? Procedural: To know how to make connections between how believers feel about places of worship in different traditions. Declarative: To know that places of worship support believers in difficult times, and that this matters to believers. Declarative/Procedural: To know that places of worship have important functions in a community and know how to discuss them. Procedural: To know how to present ideas about the importance of people in a place of worship, rather than the place itself.	What does it mean to be a Muslim in Britain today? Declarative: To know that Muslim’s practice the Five Pillars and that their beliefs about God and the Prophet Muhammad are connected. Procedural: To know how to describe and reflect on the significance of the Holy Qur’an to Muslims. To know how to describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. To be able to make connections between the key functions of the mosque and the beliefs of Muslims.	Why do some people believe God exists? Procedural: To know how to outline clearly a Christian understanding of what God is like, using examples and evidence To know how to give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. To know how to express thoughtful ideas about the impact of believing or not believing in God on someone’s life. To know how to present different views on why people believe in God or not, including their own ideas.	What would Jesus do? Can we live by the values of Jesus in the twenty-first century? Declarative: To know that Jesus had key teachings on how his followers should live, and be able to discuss them. Procedural: To know how to offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live. To know how to explain the impact Jesus’ example and teachings might have on Christians today. To know how to express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.		
Art Evaluating Work (Art 1) Exploring and Developing Ideas (Art 2)		Art 1 - Evaluating work Procedural: Art - 2. Exploring and developing ideas Declarative: Declarative Statements: To be able to give a personal opinion about artwork, including reference to purpose and intention Procedural: To know how to select and record, including annotations, and explore ideas for different purpose Procedural: To question ideas and make thoughtful selections and processes to use in their work Procedural: To know how to replicate images by well-known artists Procedural: To give constructive feedback about their own and others' work Procedural: To know how to adapt their work and describe how it could be developed further Declarative: To give personal oral opinions artwork using the language of art (formal elements) and develop an understanding of purpose & intention for art To be able to give a personal opinion about artwork, including reference to content, process, formal elements and mood. Declarative: To give personal oral opinions artwork using the language of art (formal elements) and develop an understanding of purpose & intention for art Declarative: Study significant works of art and artists including Peter Thorpe, Sophie Knight (space art), Lucy Arnold and Rosalind Monks (animal kingdom art) using the following method: • Content – Describe the art. Social, historical factors affecting the work • Process – When & how made? What materials & techniques are used? • Formal elements – line, tone, colour, shape, form, comp, pattern, texture • Mood – what emotions does the work convey? Procedural: To give constructive feedback about their own and others' work Procedural: To know how to adapt their work and describe how it could be developed further					

Art Focus Artist(s) Theme/Style	Artists we will learn about this year Timeline: Peter Thorpe, Sophie Knight, Lucy Arnold and Rosalind Monks – When were they alive? World map: Where is the focus of their art? Declarative: To give personal oral opinions of artwork using the language of art (formal elements) and develop an understanding of purpose & intention for art		Sophie Knight Peter Thorpe (Space Art)				Lucy Arnold Rosalind Monks (Animal Art)
Art Topic Specific (Art 3, 4, 5, 6))			Painting and colouring (Art 5) Intent Statement To be able to create imaginative paintings from a variety of sources. Space topic Formal Elements Declarative: To know that there are primary and secondary, warm and cold, complementary and contrasting colours. Procedural: To know how to be able to create a colour palette based upon. colours observed in the natural or built world. To know how to use brush techniques and qualities of paint to create texture. To know how to develop a personal style of painting, drawing upon ideas from other artists. To know how to work on preliminary studies (testing colours/media) to test media and materials. To know how to show an awareness of -and discuss -how paintings are created (composition)	3D Form (Art 3) Intent Statement To be able to plan, design, adapt and create an independently designed sculpture Focus: Clay - Slab pot Inspiration: Linked to Egyptians Declarative: To know that, around 2780 BCE, King Djoser's <u>architect</u>, Imhotep, built the first pyramid by placing six mastabas, each smaller than the one beneath, in a stack to form a pyramid rising in steps. To know that this Step Pyramid stands on the west bank of the Nile River at Sakkara near Memphis. To know the differences in modelling and sculpting. Procedural: To know how to plan, design and adapt a model, sculpture or construction. To know how to create stability and form			Drawing (Art 4) Intent Statement To be able to independently create drawings including figure drawing, using the properties of line, shape, tone, pattern and colour, depth, form, scale, ratio, perspective, proportion and form Formal Elements Declarative: To know the concepts of scale and proportion and use the terms scale, ratio. To know that harder pencils produce lighter marks as less material is released. To know that softer pencils are best used for expressing shading and harder pencils can be used for technical drawing Procedural: To know how to investigate proportions through figure drawing. To know the differences and similarities between a wide range of drawing materials and know how to select which one is most suitable for the task. To know how to use and layer a range of media to achieve

			Printing (Art 6) (Recap from Y4) To know how to create and refine a print using stencilling. Declarative: To know that a stencil is a cut out representation of a design. Procedural: To know how to create a paper stencil from a drawing. Printing (Art 6) Procedural: To know how to build up layers and colours/textures using a stencil to create a finished piece. To know how to organise their work in terms of pattern, repetition, symmetry or random printing styles. To know how to extend their printing skills by using a stencil as part of a screenprint.				variations in line, texture, tone, colour, shape and pattern To know how to use a range of techniques cross-hatching, pointillism, sidestrokes, use of rubber to draw/highlight. Procedural: To know how to use a sketchbook to gather information, record observations and develop ideas. To know how to work in a sustained and independent way from observation of primary source, experience and imagination.
Music (Charanga Scheme)		Singing	Follow the Charanga scheme – Living on a Prayer	Recorders	Singing	Performance – Poetry / Play.	Singing
Design and Technology – Focus Task			Mechanisms Texts to support learning Everything Robotics (Jennifer Swanson) Working with Computers and Robotics (Sonya Newland) Robotics Engineering (Edwin Sobey)		Evaluate shop bought bread. Create a recipe and make Greek flatbread. Texts to support learning Everything Robotics (Jennifer Swanson) Working with Computers and Robotics (Sonya Newland) Robotics Engineering (Edwin Sobey)		Sewing circuit Texts to support learning Everything Robotics (Jennifer Swanson) Working with Computers and Robotics (Sonya Newland) Robotics Engineering (Edwin Sobey)
Design and Technology 1 - Design			Declarative: To know that certain products are designed for a specific audience.				Declarative: To know the costs associated with making a producte, how sustainable and innovative they are and the impact products have

			Declarative: To know the different stages in the process of creating a product Procedural: To know how to use results of investigations, information sources, including ICT when developing design ideas. Procedural: To know how to produce a detailed step-by-step plan Procedural: To know how to explain how a product will appeal to the audience				beyond their intended purpose Procedural: To know how to suggest some alternative plans and say what the good points and drawbacks are about each
Design and Technology 2 - Make			Declarative: To know that mechanisms, including pneumatics, make a product move. Procedural: To know how to use strengthening techniques to accurately build their product. Procedural: To know how to create a range of different shaped frame structures. Procedural: To know how to select from and use a wider range of materials and components, including construction materials according to their functional properties and aesthetic qualities. Procedural: To know how to make and achieve a quality product. Procedural: To know how to use appropriate tools and equipment.		Procedural: To know how to select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic. Procedural: to know how to use scales to measure ingredients accurately Procedural: to know how to mix ingredients, knead, and bake bread using a heat source		Procedural: To know how to create a simple circuit that lights a bulb (Science topic) Procedural: To know how to select from and use a wider range of materials and components, including textiles according to their functional properties and aesthetics. Procedural: To know how to create a circuit that lights a bulb, sounds a buzzer (science topic)
Design and Technology 3 - Evaluate					Procedural: To know how to evaluate the strengths and weaknesses of products in relation to their intended audience.		
Design and Technology 4 - Cooking					Declarative: to know that bread has certain ingredients including a raising agent. Declarative: to know that bread requires kneading and baking.		

Design and Technology 5 - Technical Knowledge and vocabulary			Declarative: to know that mechanical systems such as levers, linkages and pneumatic systems create movement Declarative: To know that kinetic energy is the energy something has created by being in motion. Declarative: To know that shape of a moving object will affect how it moves due to air resistance.				Declarative: (vocabulary) To know the meaning of the key words: analysis, function Declarative: To know the features of a torch: battery, switch, reflector, lamp, lens (science topic). Declarative: To know that electrical conductors are materials which electricity can pass through and that insulators are materials which electricity cannot pass through (science topic) Declarative: To know that an electrical circuit must be complete for electricity to flow through, and that a switch can complete and break a circuit (science topic) Procedural: to know how more complex electrical circuits and components can be used to create functional product.
Computing (Purple Mash)		Online safety / Office - Word	3D modelling: DT link with printing off models then attaching wheels/motor/lights (electrical systems)	Game creator and spreadsheets	Coding	Databases – Office excel	Office - Power Point
PSHE/RSE (Derbyshire Syllabus)		Being healthy & online safety	Black History & difference and diversity	Bullying Matters	Being Responsible	Exploring Emotions	Changes
MFL (Planned by a French Specialist)	Who are they? Famous French people – when did they live?	French Describing me and others Back to school in France Dates, birthdays The verb ‘être’ = to be Adjective agreement for m/f Simple greetings Numbers 16-31 Time adverbs	French Saying what I and others have In school Comparing schools and homes The verb ‘avoir’ = to have Places in town Items at home Place prepositions Adjectives for face and hair Christmas in Haiti	French Saying what I and others do Christmas activities New Year in France and Haiti La Fête des Rois Regular ‘er’ verbs Des + plural nouns Est-ce que questions Negation ne ... pas	French Saying where you’re going and what there is there Describing school in Canada The verb ‘aller’ = to go (1 st , 2 nd and 3 rd person sing) Simple and continuous present tense Where questions Numbers 1-31 revisit Cardinal points Nouns and proper nouns	French Saying what I and others do Activities at home A surprise party The weather Sports and instruments The verb ‘faire’ = to make/do (1 st , 2 nd , 3 rd person singular) Il fait for weather expressions Faire = to do + sports Jouer = to play + instruments ‘Est-ce que’ questions Seasons, sports, adjectives Time adverbs	French Expressing likes and dislikes What we do What we like/dislike Food for a picnic The verb ‘faire’ in 1 st , 2 nd and 3 rd person plural The verb ‘vouloir’ = to want (singular) Food and drink

PE (GetSet4PE) Teacher led		Swimming DCC Swimming Scheme	Swimming DCC Swimming Scheme	Swimming DCC Swimming Scheme	Hockey To use attacking skills to beat a defender. To apply attacking skills under pressure. To communicate with my team, move into space and take the ball towards goal. To learn defensive techniques to gain possession. To use defending tactics to gain possession. To apply rules, skills and principles to play in a tournament.	Athletics To understand pace and apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To build momentum and power in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique.	Rounders To develop throwing and catching under pressure and apply these to a striking and fielding game. To develop bowling under pressure whilst abiding by the rules of the game. To strike a bowled ball with increasing consistency. To develop fielding techniques and select the appropriate action for the situation. To understand and apply tactics in a game. To apply skills and knowledge to compete in a tournament.
PE Coach Led (PPA)		Gymnastics To perform symmetrical and asymmetrical balances. To perform interesting symmetrical and asymmetrical balances using apparatus. To develop the straight, forward, straddle and backward roll. To develop the straight, forward, straddle and backwards roll into a sequence. To explore different travelling actions using both canon and synchronisation. To explore different methods of travelling, linking actions in both canon and synchronisation.	Dance <u>THEME: Dance by Chance</u> To create a dance using a random structure and perform the actions showing quality and control. To understand how changing dynamics changes the appearance of the performance. To understand and use relationships and space to change how a performance looks. <u>THEME: Rock ‘n’ Roll</u> To copy and repeat movements in the style of rock ‘n’ roll. To work with a partner to copy and repeat actions in time with the music. To work collaboratively with a group to choreograph a dance in the style of Rock ‘n’ Roll. <u>THEME: Ancient Maya</u> To develop set choreography inspired by a Mayan god.	Netball To explore attacking skills in different situations. To develop movement skills to lose a defender in different situations. To communicate with my team, move into space and take the ball towards goal. To defend an opponent and know when to try and intercept. To develop attacking skills to score under pressure. To use and apply skills, principles and tactics to a game situation.	Tag Rugby To apply attacking skills to a game situation. To make decisions and understand when to pass and when to run with the ball. To apply attacking skills effectively within the rules. To work as a team to delay opponents and stop the opposition from scoring. To apply attacking skills to create space and beat a defender. To apply rules and skills to take part in competitive games.	Football To develop attacking skills and apply them to different situations. To send and receive under pressure. To communicate with my team, move into space and take the ball towards goal. To use defensive techniques to win possession. To apply defending tactics as a team. To use and apply skills, principles and tactics to a game situation.	Tennis To return the ball using a forehand groundstroke under pressure. To return the ball using a backhand groundstroke under pressure. To use a variety of shots to keep a continuous rally going. To develop the underarm serve and understand the rules of serving. To develop the volley and understand when to use it. To apply rules, skills and principles to play against an opponent.

			To choose actions to create a motif in each character with consideration of dynamics, space and relationships. To use structure to choreograph a dance performance.				
Special Opportunities, Cultural Capital Engage days, trips, seasonal events Parent sharing days etc		Super Start Watch Greta Thunberg speech – ‘Friday is the Future’ Fantastic Finish VR Experience ‘From Earth to the Cosmos’	Visit to Ilkeston Charter Fair (DT) Super Start Linking to VR experience from previous topic Fantastic Finish Trip to the Space Centre	Super Start Now Press Play Egyptians The story of a boy during this period. Fantastic Finish Dress up as a Mummy or a Pharaoh	Super Start Now Press Play Greeks Fantastic Finish Murder mystery	Task Master Super Start Three way split for food tasting/music linked to three countries Fantastic Finish Butterfly Rearing	Super Start Pot and grow plants. Fantastic Finish Now Press Play Plants
Performance			Carols Around the Tree			Performance to parents	