The Leys Primary and Nursery School Long term Plan 2025-2026 Year: 5

Values	Inclusivity	Respect	Empathy	Determination	Aspiration	Empowerment
The Leys' learning pathways	EYFS Explore familiar and unfamiliar roles and experiences. KS1 Explore new experiences with confidence. LKS2 Explore the world around me, increasing my knowledge and understanding. UKS2 Explore and challenge my learning in order to promote	EYFS Communicate in a two way conversation. KS1 Communicate my thoughts and feelings in a calm, verbal way LKS2 Communicate verbally, confidently and in writing with increased clarity. UKS2 Communicate clearly and confidently both verbally and in writing.	EYFS Understand my feelings and respond to the feelings of others. KS1 Understand how my actions impact others. LKS2 Understand how my actions affect myself and others around me. UKS2 Understand my strengths and areas for development within our school community.	EYFS Solve problems independently with resilience. KS1 Solve problems independently with resilience in friendships and academics. LKS2 Solve problems regarding school life independently with resilience and seek support openly UKS2 Solve a wide range of problems across the curriculum,	EYFS Care for myself, others and the world around me. KS1 Care for myself, others and the wider environment. LKS2 Care for myself, others and the wider world. UKS2 Care and understand how to promote the physical and mental well-being

	independence and resilience.			both independently and collectively as a team.	of myself and others and the world we live in.
Global Goals	1. No poverty 2. Zero hunger 3. Good health and well-being 4. Quality education	5. Gender equality 6. Clean water & sanitation 7. Affordable and clean energy 8. Decent work and economic growth	9. Industry, infrastructure and innovation 10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 13. Climate action 14. Life below water 15. Life on land	16. Peace, justice, and strong institutions 17. Participation for the goals
SMSC/British Values	**Social Moral Spiritual Cultural Education** **Spiritual -** Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. **Moral** - Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views. **Social** - Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance. **Cultural** - Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. --- British Values Education • Democracy • The rule of Law • Individual Liberty • Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith				

	AUTUMN 4/9 - 19/12 (14 wks)		SPRING 5/1-27/3 (11 wks)		SUMMER 13/4-22/7 (14 wks)	
School Events • Theme days • Community • Events	PSHE Personal Development/British Values/RE Focus: 4/9-5/9 Behaviour Curriculum focus: 4-26/9 Class Author Week: 8/9-12/9 International Day of Democracy: 15/9 National Poetry Day (performance poetry): 2/10 Global Friday: 10/10	Anti-Bullying Week: 10/11-14/11 including Odd Sock day: 12/11 World Kindness day: 13/11 STEAM week: Maths Focus 17-21/11 (How many Jellybeans?) Enterprise Day: 28/11 Take One Book from: 2- 12/12 - Christmasaurus- Tom Fletcher Global Friday: 12/12 Christmas Jumper and dinner Day 17/12	Peter Pan performance 7th January. National Handwriting day: 23/1 Global Friday: 30/1 Children's Feel Good Week: 2-6/2 including Time to Talk day 6/2 Internet Safety Week: 9-13/2	Mock SATs Y6: 23-26/3 Mother Language Day: 27/2 World Book Day: 5/3 STEAM week: Science Focus 9/3-13/3 Easter Poetry - 19/3 (world poetry day- 21/3) Global Friday: 20/3 Church visit KS2 Easter: 26/3	Earth Day: 22/4 St George's Day: 23/4 KS2 SATs w/c 11-14/5 Global Friday: 15/5 Walk to School and Healthy living week: 18-14/5 Sports day - 21 or 22/5	Careers Month: June STEAM week:1-5/6 link to careers? King's birthday 12/6/26 Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon Global Friday: 3/7 World Cup - 10/7 Book Swap day: 15/7
Charity Events	Harvest - Assembly 7/10	Poppy Appeal: 3-11/11 Children in Need: 21/11				National Give Something Away day: 15/7

FOL Events	**Disco 17/10 Non uniform day 23/10**	**KS1/Reception Movie Night- 21/11) Enterprise Day 28/11 Refreshments at Nativities (Dec) Junior Performances-15/12**		**Non Uniform Day- 27/3 Disco- 20/3**	**Non Uniform Day - 22/5**	**Summer Disco - 12/6**
Pupil Parliament	**Session 1 26/9 Wellbeing 11am**		**Session 2 6/2 11am**		**Session 3 5/6 11am**	
Pupil Cabinet	**Cabinet vote in class w/c 15/9 1st meeting -**	**2nd meeting -**	**3rd meeting -**	**4th meeting -**	**5th meeting -**	**6th meeting -**
Class trip/visitor		STEM Discovery centre 6.11.25			28.4.26 VR Ancient Greeks	
TOPIC Big Question	Eastern Europe/Crime and Punishment throughout time **Why is it important to have peace, justice and equality in the world? Why should we explore beyond our world when we still have problems here?**		The Monarchy of Britain/ Natural resources **What is the benefit of having less inequality between people?**		The Ancient Greeks/Magical Maps **How can we create an infrastructure that helps everyone? What is the perfect city?**	
Global Goals	14. Life on Land. 15. Life in the Sea.	16. Peace, justice, and strong institutions 13. Climate action	10. Reduced inequalities 11. Sustainable cities and communities	12. Responsible consumption and production 7. Affordable and clean energy	9. Industry, infrastructure and innovation	8. Decent work and economic growth
British Values						

Diversity Awareness	Author Biography Exploring eastern Europe	Anti Bullying week Children in Need Key figure: Katherine Johnson.	Fair trade	Natural resources from around the world	Ancient Greeks Creation	International food
PERSONAL, SOCIAL, HEALTH and ECONOMIC education	**Mini Police**	**Growing and changing** • Puberty • Children's views • Adult's views	**Computer safety** • Image sharing • Children's views • Adult's views **Keeping/staying safe** • Peer pressure • Children's views • Adult's views	**The working world** • Enterprise • Children's views • Adult's views **A world without judgement** • Inclusion and acceptance • Children's views • Adult's views	**Keeping/staying healthy** • Smoking • Children's views • Adult's views **First aid** • First Aid Year 5	**Feelings and emotions** • Anger • Children's views • Adult's views **Being responsible** • Looking out for others • Children's views • Adult's views

	AUTUMN	**SPRING**	**SUMMER**

ENGLISH	**Fronted adverbials and relative clauses Biographies** **Text - Kick - Persuasive letter** Key Skills: Verb prefixes [for example, dis-, de-, mis-, over- and re-] Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her	**Text - One small step - Narrative** https://www.youtube.com/watch?v=yWd4mzGqQYo&ab_channel=CGMeetup CGI Animated Short Film: "One Small Step" by TAIKO Studios | CGMeetup Key Skills: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Use of commas to	**Text: Mars transmission (Non-Fiction/Fiction)** Key Skills: Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun. Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] Brackets, dashes or commas to indicate parenthesis	**Text: Is Screen Use making children lazy? (Non-fiction-balanced argument)** Key Skills: Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for	**Text: The Highwayman Poem** Key Skills: Brackets, dashes or commas to indicate parenthesis. Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] **Week 3-4- Sentence Stacking Lessons**- Text Type- Poetry Creating own poems based on HighwayMan. **Week 5-6- Independent Write**- Write a modern day poem for a thief in disguise who steals from people at the shopping centre. **Week 7- Recap of Key Skills**- Character description of a HighwayMan.	**Text - Kensuke's Kingdom - Narrative** Key Skills: How words are related by meaning as synonyms and antonyms [for example, big, large, little]. Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use of the semicolon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists **Week 1 - 3-**

	before] **Week 1 - 3- <u>Sentence Stacking Lessons</u>** Persuasive letter - ban child labour in the making of football boots **Week 4-5 - <u>Independent writing</u>** Write to major football teams, asking them to use only Fairtrade footballs in their matches. **Week 6-7- <u>Recap of Key Skills</u>-**	**clarify meaning or avoid ambiguity** **Week 1 - 3- <u>Sentence Stacking Lessons</u>** Text type - Narrative, Luna's story **Week 4-5 - <u>Independent writing Narrative</u>**, same plot from the dad's point of view **Week 6-7- <u>Recap of Key Skills</u>-** Character/Setting Descriptions. **Take One Book from 3/12/24 - The Christmasaurus (Picture book) by Tom Fletcher**	**Week 1 - 3- <u>Sentence Stacking Lessons</u>** Text Type- Report- based on a Mars/Space transmission. **Week 4-5 - <u>Independent writing-</u>** Report- Pupils imagine they are part of the first mission to that planet and become stranded following some disaster. Pupils write a transmission home to be broadcast home.	**example, he had** **seen her before] Brackets, dashes or commas to indicate parenthesis** **Use of commas to clarify meaning or avoid ambiguity** **Week 1 - 3- <u>Sentence Stacking Lessons</u>** Text type - Balanced argument **Week 4-5 - <u>Independent writing</u>** **<u>Balanced Argument:</u>** Is Screen time making children lazy? **Week 6-7- <u>Recap of Key Skills</u>-**		**<u>Sentence Stacking Lessons</u>** Narrative- Emotive story **Week 4-5 - <u>Independent writing</u>** Continuation with plot: Write the next plot points and introduce Kensuke - the man on the island. Write about how he teaches Michael ways to eat, make art and relax on the island. **Week 6-7- <u>Recap of Key Skills</u>-** **Take One Book from: 15-26/6- The Journey Home by Frann Preston-Gannon**
MATHEMATICS	**Place value** Roman numerals to 1,000 Numbers to 10,000	**Multiplication & Division** Multiples Common multiples	**Multiplication & Division** Multiply up to a 4-digit number by a 1-digit number	**Decimals & Percentages** Decimals up to 2 decimal places	**Geometry - Shape** Distinguish between regular and irregular polygons based on	**Negative numbers** **Measurement - Converting units**

	Numbers to 100,000 Numbers to 1,000,000 Read and write numbers to 1,000,000 Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 Round to the nearest 10, 100 or 1,000 Round within 100,000 Round within 1,000,000 **Addition & Subtraction** Mental strategies Add whole numbers with more than four digits Subtract whole numbers with more than four digits Round to check answers Inverse operations (addition and subtraction)	Factors Common factors Prime numbers Square numbers Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 **Fractions** Find fractions equivalent to a unit fraction Find fractions equivalent to a non-unit fraction Recognise equivalent fractions Convert improper fractions to mixed numbers Convert mixed numbers to improper fractions Compare fractions less than 1 Order fractions less than 1 Compare and order	Multiply a 2-digit number by a 2-digit number (area model) Multiply a 2-digit number by a 2-digit number Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Solve problems with multiplication Short division Divide a 4-digit number by a 1-digit number Divide with remainders Efficient division Solve problems with multiplication and division **Fractions** Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount	Equivalent fractions and decimals (tenths) Equivalent fractions and decimals (hundredths) Equivalent fractions and decimals Thousandths as fractions Thousandths as decimals Thousandths on a place value chart Order and compare decimals (same number of decimal places) Order and compare any decimals with up to 3 decimal places Round to the nearest whole number Round to 1 decimal place Understand percentages Percentages as fractions Percentages as decimals	reasoning about equal sides and angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles. Identify 3-D shapes including cubes and other cuboids, from 2-D representations. Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Identify angles at a point and one whole turn. Identify angles at a point on a straight line and half a turn. Identify other multiples of 90 degrees. **Geometry - Position & Direction** Identify, describe and represent the position of a shape following a reflection or translation and know that the shape has not changed.	Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units. Use all four operations to solve problems involving measure using decimal notation, including scaling. **Measurement - Volume** Compare and estimate volume of different 3-D shapes and estimate capacity using known facts, in different contexts.

	Multi-step addition and subtraction problems Compare calculations Find missing numbers	fractions greater than 1 Add and subtract fractions with the same denominator Add fractions within 1 Add fractions with total greater than 1 Add to a mixed number Add two mixed numbers Subtract fractions Subtract from a mixed number Subtract from a mixed number - breaking the whole Subtract two mixed numbers	Find the whole Use fractions as operators	Equivalent fractions, decimals and percentages **Perimeter & Area** Perimeter of rectangles Perimeter of rectilinear shapes Perimeter of polygons Area of rectangles Area of compound shapes Estimate area **Statistics** Draw line graphs Read and interpret line graphs Read and interpret tables Two-way tables Read and interpret timetables	**Decimals** Solve problems involving number up to three decimal places.	
SCIENCE	Forces	Earth and space	Properties and changes of materials		Animals, including humans	Living things and their habitats

	-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	-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. STEAM WEEK	-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. STEAM WEEK		- describe the changes as humans develop to old age.	-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. STEAM WEEK Healthy Living Week
COMPUTING	1) Coding Coding KO	2) Online Safety Online Safety KO	3) Game Creator Game Creator KO	4) Micro:bit Using External	5) Spreadsheets Spreadsheets KO	6) Word Processing Word Processing

				Devices - micro:bit KO		with Google Docs KO

	AUTUMN	SPRING	SUMMER
HISTORY	**Crime and punishment throughout time.** (NC- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066) Medieval- Anglo-Saxons- Normans-Later middle ages-Early modern era- moving further through time and comparing to nowadays. Children can create a timeline of changes in crime and punishment. Creating historically valid questions. Use different historical sources to find facts and information. Research famous people around crime and punishment. Give reasons why certain punishment was used and why it has been changed.	**Queen Victoria and King John** (NC-a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- the changing power of monarchs using case studies such as John, Anne and Victoria) How Queen Victoria/King John changed/adapted the nation- influenced the world. Develop an understanding of chronology? Timeline of implementations Victoria/King John put in place. Similarities/differences between the two monarchs. To make connections between a historical period and present day? Note and contrast trends over time?	**Ancient Greeks** (NC- Ancient Greece – a study of Greek life and achievements and their influence on the western world) Ancient Greeks- Timeline, History- why are the Greeks so famous?, how did they live- compared to life now. What are the Key Events of the greeks- Classical period- Invasion.What influence did they have on life now?

GEOGRAPHY	**<u>Geography in the Real World: Global Issues That Shape Our Planet</u>** Explore the causes and effects of global urbanisation, with a focus on Bucharest, Romania. Investigate how climate change is affecting people and environments, particularly in polar regions. Understand how earthquakes happen and examine the human impact using the Turkey–Syria earthquake. Examine the issue of plastic pollution in the oceans. Where does it come from? What are the global consequences? Learn about global water scarcity. Why is clean water unevenly distributed? How does this affect communities? Investigate the causes and impacts of wildfires. What role does climate and land use play? Use maps, satellite images, and data to explore global issues. Discuss solutions. What can individuals, governments, and organisations do to help? Develop empathy and critical thinking by reflecting on each issue through the Geographer's Journal.	**<u>Enough for Everyone</u>** Discuss the difference between natural and man made. Importance of natural resources with a focus on land use and economic activity. Oils, metals, minerals, energy, water- Why do these materials need to be protected and used responsibly? How do the discovery of these resources impact society (types of settlements) Threats to natural resources. What would happen without these? What are these resources used for? Use maps, atlases, globes, digital/computer mapping to locate countries and describe features studied.	**<u>Marvellous Maps</u>** Use an index to find a place name. Find the correct page in an atlas by using the index. Explain why maps have symbols on them. Recognise some map symbols on an Ordnance Survey map. Give coordinates by going across first and then up. Find a location from four-figure coordinates. Find differences between photographs of the same location. Find similarities between photographs of the same location. Find differences between maps of the same location. Find a location on a page by using simple coordinates. Identify physical features on a map. Use a key to find out what a symbol means. Give four-figure coordinates for a location. Find similarities between maps of the same location

	Use maps, atlases, globes		
ART and DESIGN	**Fashion Design** **Focus: Colour and Making** **Knowledge** Understand that architects and other artists have responsibilities towards society. Understand that artists can help shape the world for the better. **Skills** Explore mark making, Make visual notes to capture, consolidate and reflect upon the artists studied. Explore ideas relating to design (though do not use sketchbooks to design on paper), exploring thoughts about inspiration source, materials, textures, colours, mood, lighting etc. Experiment with colour mixing and pattern, working towards creating paper "fabrics" for fashion design. Mix colour intuitively to create painted sheets. Use pattern to decorate, working with more paint or ink. Transform these 2d patterned sheets into 3d forms or collaged elements to explore fashion design. Work in 3d to devise fashion constructed from patterned papers.	**Typography and Maps** **Focus: Drawing** **Knowledge** Understand that designers create fonts and work with Typography. Understand that some artists use graphic skills to create pictorial maps, using symbols (personal and cultural) to map identity as well as geography. **Skills** Create fonts inspired by objects/elements around you. Use close observational drawing with pen to inspire, and use creative skills to transform into letters. Draw over maps/existing marks to explore how you can make mark making more visually powerful. Combine drawing with making to create pictorial / 3 dimension maps which explore qualities of your personality or otherwise respond to a theme. Explore line weight, rhythm, grip, mark making and shape, and explore how 2d can become 3d through manipulation of paper. Make visual notes to capture, consolidate and reflect upon the artists studied.	**Set Design** **Focus: Making and Colour** **Knowledge** Understand that set designers can design/make sets for theatres or for animations. Understand that designers often create scaled models to test and share ideas with others. **Skills** Use charcoal, graphite, pencil, pastel to create drawings of atmospheric "sets" to help inform (though not design) set design. Use Design through Making, inspired by a brief, to create a scale model "set" for a theatre production or an animation. Construct with a variety of media, using tools. Think about scale, foreground, background, lighting, texture, space, structure and intention.
DESIGN and	Food- celebrating cultures and seasonality	Mechanical systems-	Electrical systems- monitoring and

TECHNOLOGY	Project- Pizza **Designing** Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** Write a step-by-step recipe, including a list of ingredients, equipment and utensils Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. Evaluate the final product with reference back to the design brief and design	Pulleys or gears Project- vehicles with gears **Designing** Generate innovative ideas by carrying out research using surveys, interviews, questionnaires and web-based resources. Develop a simple design specification to guide their thinking. Develop and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. **Making** Produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. Select from and use a range of tools and equipment to make products that that are accurately assembled and well finished. Work within the constraints of time, resources and cost. **Evaluating** Compare the final product to the original design specification. Test products with intended user and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose.	control Project- Light sensor- garden light **Designing** • Develop a design specification for a functional product that responds automatically to changes in the environment. • Generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. **Making** • Formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • Competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • Create and modify a computer control program to enable their electrical product to respond to changes in the environment. **Evaluating** • Continually evaluate and modify the working features of the product to match the initial design specification. • Test the system to demonstrate its

	specification, taking into account the views of others when identifying improvements. **<u>Technical knowledge and understanding</u>** Know how to use utensils and equipment including heat sources to prepare and cook food. Understand about seasonality in relation to food products and the source of different food products. Understand how key chefs have influenced eating habits to promote varied and healthy diets.		Consider the views of others to improve their work. Investigate famous manufacturing and engineering companies relevant to the project. **<u>Technical knowledge and understanding</u>** Understand that mechanical and electrical systems have an input, process and an output. Understand how gears and pulleys can be used to speed up, slow down or change the direction of movement. Know and use technical vocabulary relevant to the project.		effectiveness for the intended user and purpose. **<u>Technical knowledge and understanding</u>** • Understand and use electrical systems in their products. • Understand the use of computer control systems in products. • Apply their understanding of computing to program, monitor and control their products. • Know and use technical vocabulary relevant to the project.	
MUSIC	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of the song. To record the performance and compare it to a previous performance. To play and perform	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of the song. To record the performance and compare it to a previous performance. To play and perform an instrumental part	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of the song. To record the performance and compare it to a previous performance. To play and perform	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of the song. To record the performance and compare it to a previous performance. To play and perform	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of the song. To record the performance and compare it to a previous performance.	Ukulele Recognising and/or reading simple notation Play a musical instrument with the correct technique within the context of the song. To record the performance and compare it to a previous performance.

	an instrumental part by ear or from standard notation. Playing in a group/ensemble	by ear or from standard notation. Playing in a group/ensemble	an instrumental part by ear or from standard notation. Playing in a group/ensemble	an instrumental part by ear or from standard notation. Playing in a group/ensemble	To play and perform an instrumental part by ear or from standard notation. Playing in a group/ensemble	To play and perform an instrumental part by ear or from standard notation. Playing in a group/ensemble
RELIGIOUS EDUCATION	Christianity Unit 31 - What does it mean if Christians believe God is holy and loving?	Buddhism What does it mean to be truly happy?	Sikhism How did Sikhism begin?	Islam Unit 32 - What does it mean to be Muslim?	Unit 34 - Creation and science; conflicting or complementary?	Unit 36 - What matters most to Humanists and Christians?
FRENCH	La Date (the date) Recognise and recall the months of the year in French. Ask what the date is and say the date in French. Ask somebody when their birthday is and say when their own birthday is in French. La Phonétique Phonics and Pronunciation lesson 3 Hearing and saying the sounds - eau, eux, e, è and é.		As-tu un animal ? (Do you have a pet?) Know the nouns and indefinite articles for common pets. Ask somebody if they have a pet and give an answer back. Say in French what pet we have/do not have and give our pet's name. Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.		(At school) Learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects.	Au salon de thé (At the tea shop) wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. Understand better how to make nouns plural in French. Improve our

						knowledge of French Order in French what we would like to eat and drink in a role-play.
PE	**Basketball & Netball** I can control a basketball using both hands and protect the ball under pressure I can pass the ball using good techniques of having a target, receiving the pass, stepping in the direction of the pass at a chest pass and bounce pass I can use different skills such as varying speed and direction to get past defenders I can play fairly and competitively within	**Handball & Lacrosse** Get into a good ready position to move quickly and receive the ball Pass and move into a space Move the ball on quickly to catch out the opponent Anticipate the play Disguise passes and dummy passes Apply a skills purposely in a game Hold the stick correctly Scoop a ball using the correct technique Carry a ball using	**Gymnastics - Partner Work - Under and Over & Yoga** Roll over my partner who is in a long pencil shape Form strong arches and bridges Create a sequence with a partner involving supporting body weight on front and back displaying good body control and shape Create opportunities for others to travel over and under me Work with a partner to travel over and under on both floor	**Gymnastics - Matching, Mirroring and Contrast & Dance - Victorians** Perform a sequence mirroring a partner's symmetrical and asymmetrical shapes Control an Arabesque Contrast my partner's moves so that we work at different levels and in different pathways Perform a sequence with a partner which moves from matching moves to contrasting Work as a group to	**Athletics & Rounders** Throw after a run up with reasonable accuracy Throw with greater force and power Perform the correct techniques for triple jump and standing vertical jump Measure accurately my performance at standing vertical jumping Stand sideways on with a high back	**Cricket & Leadership** Pull a ball from a short delivery to the leg side I can bowl with a short run up and straight arm with some accuracy Perform a range of fielding techniques confidently and consistently Bowl with a run up increasing my speed Use my feet to get to the pitch of the ball when batting Show tactical

	the rules of the game Send a netball in a variety of ways Receive a ball and already know what I want to do with it Pass accurately and using a variety of passes Anticipate the play and release the ball quickly and efficiently Shoot with good technique Land and pivot to pass the ball	cradling technique Scoop the ball consistently Cradle the ball and evade opponents Throw and catch consistently well Adjust my grip on the stick to throw and then catch	and benches Travel in lots of interesting ways over benches creating fluent and controlled sequence Work over and under on the floor and apparatus Perform with good technique and seamless transitions Pose in a variety of positions Control my breathing pattern Work imaginatively Work without inhibitions Bend, stretch and reach Breathe in 3 parts Work quietly focusing on what I am doing in the moment	demonstrate fluent routines involving mirroring and contrasts Perform elements of unison and canon in a group routine Communicate effectively within a group Improve our ideas Evaluate the work of others using accurate technical language Demonstrate good fluency whilst travelling Develop key Victiorian vocabulary Start to develop finer details and show awareness of their importance	lift ready to receive a ball Step back and across to pull a short ball Bowl a ball overarm with a straight arm	awareness as a fielder Play a square cut shot Link my skills and perform in a competitive game Recognise when the teams are unfair See when children might get bored because there is a lack of challenge Sort teams quickly and efficiently Arrange tasks for maximum involvement for everyone Lead a warm up effectively Work with others to apply a plan