

Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
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History

	Investigate and interpret evidence	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past. • Select suitable sources of evidence, giving reasons for choices. • Use sources of information to form testable hypotheses about the past. • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied. • Understand that no single source of evidence gives the full answer to questions about the past. • Refine lines of enquiry as appropriate. 	<p>The Maya</p> <ul style="list-style-type: none"> - Who were the Maya? - List some famous Maya cities. - Explain what makes the Maya a significant ancient civilization. - Describe a Maya settlement. - What would you see in a Maya settlement? - List farming method used by Maya. - What is meant by the word 'architect'? - Compare and contrast the Maya culture and Aztec culture. - When did the Maya people develop writing? - How many symbols make up the Maya writing system? - Why were scribes significant, well-respected people? - What evidence is there that Maya developed a writing system? - Investigate the Maya calendar system. <p>Key vocabulary – architects, innovations, conquistadors, scribe, settlement</p>
	Build an overview of world history	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times. • Compare some of the times studied with those of the other areas of interest around the world. 	

		<ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	
	<p>Understand Chronology</p>	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural). • Identify periods of rapid change in history and contrast them with times of relatively little change. • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. • Use dates and terms accurately in describing events. 	
	<p>Communicate historically</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate, including: <ul style="list-style-type: none"> • dates • time period • era • chronology • continuity • change • century • decade 	

		<ul style="list-style-type: none"> • legacy. • Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past. • Use original ways to present information and ideas. 	
Geography			
Tourism	Investigate places	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<p>1) What does the word 'tourism' mean? Consider whether we have been tourists before? Share some places across the world that have a high amount of tourists. Consider why people visit these places.</p> <p>2) Why is tourism important to countries and communities? Discuss how the local/national economy grows due to tourism. Consider how the impact of COVID-19 has affected tourism nationally and internationally.</p> <p>3) Study a range of places across the UK that have a high amount of tourists. Pupils will then locate these place using a map of the UK.</p> <p>4) Using the places from last week. Ask the pupils to organise the places into a table considering the amount of tourists per year.</p> <p>5) Study a range of places across Europe. Pupils will have to identify these places using a map/atlas.</p> <p>6) Pupils to design their own tourist attraction in Grantham. They will need to consider the facilities that are required and how their attraction will appeal to people nationally. Why will people want to visit the attraction?</p>

	Investigate patterns	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. 	
	Communicate geographically	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	

<p>The art of anatomy</p> <p>Sculpture (with drawing and painting)</p>	<p>Develop ideas</p> <ul style="list-style-type: none"> • Develop and imaginatively extend ideas from starting points throughout the curriculum. • Collect information, sketches and resources and present ideas imaginatively in a sketch book. • Use the qualities of materials to enhance ideas. • Spot the potential in unexpected results as work progresses. • Comment on artworks with a fluent grasp of visual language. 	<p>Theme: The art of anatomy pg's 178-179 CQ companion)</p> <p>Artist: Albrecht Durer</p> <p>Vocabulary: carve, shape, texture, pattern, framework, wire, mold, clay, slip, form</p> <p>mechanics, proportions, poise</p>
	<p>Master Techniques</p> <p>Painting</p> <ul style="list-style-type: none"> • Sketch (lightly) before painting to combine line and colour. • Create a colour palette based upon colours observed in the natural or built world. • Use the qualities of watercolour and acrylic paints to create visually interesting pieces. • Combine colours, tones and tints to enhance the mood of a piece. • Use brush techniques and the qualities of paint to create texture. • Develop a personal style of painting, drawing upon ideas from other artists. <p>Collage</p> <ul style="list-style-type: none"> • Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. <p>Sculpture</p> <ul style="list-style-type: none"> • Show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations. • Use tools to carve and add shapes, texture and pattern. • Combine visual and tactile qualities. • Use frameworks (such as wire or moulds) to provide stability and form. <p>Drawing</p>	

		<ul style="list-style-type: none"> • Use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight). • Use a choice of techniques to depict movement, perspective, shadows and reflection. • Choose a style of drawing suitable for the work (e.g. realistic or impressionistic). • Use lines to represent movement. <p>Print</p> <ul style="list-style-type: none"> • Build up layers of colours. • Create an accurate pattern, showing fine detail. • Use a range of visual elements to reflect the purpose of the work. <p>Textiles</p> <ul style="list-style-type: none"> • Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. <p>Digital Media</p> <ul style="list-style-type: none"> • Enhance digital media by editing (including sound, video, animation, still images and installations). 	
	<p>Take inspiration from the greats</p>	<ul style="list-style-type: none"> • Give details (including own sketches) about the style of some notable artists, artisans and designers. • Show how the work of those studied was influential in both society and to other artists. 	

		<ul style="list-style-type: none"> • Create original pieces that show a range of influences and styles. 	
Design & Technology			
<p>Textiles Memory cushions</p>	<p>Master practical skills</p>	<p>Food</p> <ul style="list-style-type: none"> • Understand the importance of correct storage and handling of ingredients (using knowledge of micro-organisms). • Measure accurately and calculate ratios of ingredients to scale up or down from a recipe. • Demonstrate a range of baking and cooking techniques. • Create and refine recipes, including ingredients, methods, cooking times and temperatures. <p>Materials</p> <ul style="list-style-type: none"> • Cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting or a more precise scissor cut after roughly cutting out a shape). • Show an understanding of the qualities of materials to choose appropriate tools to cut and shape (such as the nature of fabric may require sharper scissors than would be used to cut paper). <p>Textiles</p> <ul style="list-style-type: none"> • Create objects (such as a cushion) that employ a seam allowance. 	<p>Textiles</p> <ol style="list-style-type: none"> 1. Evaluate cushions (practical- look at techniques and styles and images of cushions) 2. Practise stitching methods for decoration- back stitch, running stitch, cross stitch, applique 3. Practise joining using back stitch/ design own cushion (2 and 3 possibly full afternoon carousel) 4. Decorate front of cushion 5. Sew cushion together, stuff and finish. 6. Evaluate own cushion <p>Textiles: finger fluency Textiles: design inspiration Textiles: guided design-think Textiles: guided design-break Textiles: guided design-re-think Suggested activities- Simple sewing stitches (see twinkl poster) Cushion Key Vocabulary-running stitch, basting stitch, back stitch, invisible stitch, slip stitch, hemming stitch, overcast stitch, fabric, cotton, linen, seam, applique</p>

		<ul style="list-style-type: none"> • Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration). • Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles (such as a soft decoration for comfort on a cushion). <p>Electricals and electronics</p> <ul style="list-style-type: none"> • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). <p>Computing</p> <ul style="list-style-type: none"> • Write code to control and monitor models or products. <p>Construction</p> <ul style="list-style-type: none"> • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). <p>Mechanics</p> <ul style="list-style-type: none"> • Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs. 	
	<p>Design, make, evaluate and improve</p>	<ul style="list-style-type: none"> • Design with the user in mind, motivated by the service a product will offer (rather than simply for profit). • Make products through stages of prototypes, making continual refinements. • Ensure products have a high quality finish, using art skills where appropriate. • Use prototypes, cross-sectional diagrams and computer aided designs to represent designs. 	

	<p>Take inspiration from design throughout history</p>		
<p>Science</p>			
<p><u>White Rose Science Summer 1</u> <u>Variation and adaptation (biology)</u></p> <p><u>Summer 2</u> <u>Fossils</u> <u>Themed projects</u></p>	<p>Work scientifically</p>	<ul style="list-style-type: none"> • Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments. 	<p><u>Variation</u> <u>Variation, inheritance and characteristics.</u> Learn that human offspring inherit characteristics from their parents explore the concept that other animals inherit characteristics from their parents.</p> <p><u>Adaptations</u> Step 1- animal adaptations understand that adaptations are characteristics which improve the chances of survival in a habitat. Explore specific adaptations of various animals and how these adaptations allow them to survive in their habitats. Step 2- plant adaptations explore how plants are adapted to survive in their habitats. Discuss similarities and differences between plants within the same habitat. Step 3- Evolution Learn that evolution is a process where descendants develop different characteristics from their ancestors, creating new species. Understand that evolution allows organisms to survive and adapt to their environments. Explore examples of animals and plants that have changed over time and why they have needed to evolve, including the need to adapt to their environments or habitats. Step 4- Charles Darwin Create timeline of Darwin's life. Explore how different species have evolved from a common ancestor. Step 5- Natural Selection Step 6- Darwin's Finches Learn about Darwin's observations in the Galapagos Islands, "Is the type of food a bird eats related to the shape of its beak?"</p> <p><u>Fossils</u> Step 1- Fossil formation Step 2- Explore fossils Step 3- Mary Anning <u>Themed projects</u></p>

	Understand plants	<ul style="list-style-type: none"> • <i>Relate knowledge of plants to studies of evolution and inheritance.</i> • <i>Relate knowledge of plants to studies of all living things.</i> 	
	Understand animals and humans	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age. • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions. • Describe the ways in which nutrients and water are transported within animals, including humans. 	
	Investigate living things	<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. • Describe how living things are classified into broad groups according to common observable characteristics. • Give reasons for classifying plants and animals based on specific characteristics. 	
	Understand evolution and inheritance	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 	

		<ul style="list-style-type: none"> • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	
	<p>Investigate materials</p>	<ul style="list-style-type: none"> • Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Understand how 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, oxidisation and the action of acid on bicarbonate of soda. 	
	<p>Understand the Earth's movement in 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. 	

		<ul style="list-style-type: none"> • 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>Understand electrical circuits</p>	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram. 	
	<p>Understand movement, forces and magnets.</p>	<p>Magnets</p> <ul style="list-style-type: none"> • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. <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 effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • <i>Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.</i> 	

		<ul style="list-style-type: none"> • Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs. • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect. 	
	<p>Understand light and seeing</p>	<ul style="list-style-type: none"> • Understand that light appears to travel in straight lines. (1) • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eyes. (1, 2 & 3) • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes. (4 & 5) • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.(1, 2 & 6) 	
	<p>Investigate sound and hearing</p>	<ul style="list-style-type: none"> • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases 	

Computing

<p>Summer 1 3D Modelling Unit description In this unit pupils will discover how computers can be used to produce 3D models. They will experience working in a 3D space, moving, resizing, and duplicating objects. They will then create hollow objects using placeholders and combine multiple objects to create a model of a desk tidy.</p> <p>Summer 2 Sensing movement with physical computing This unit brings together all the four programming constructs: sequence, repetition, selection and</p>		<ul style="list-style-type: none"> • Set IF conditions for movements. Specify types of rotation giving the number of degrees. • Change the position of objects between screen layers (send to back, bring to front). • Upload sounds from a file and edit them. Add effects such as fade in and out and control their implementation. • Combine the use of pens with movement to create interesting effects. • Set events to control other events by 'broadcasting' information as a trigger. • Use IF THEN ELSE conditions to control events or objects. • Use a range of sensing tools (including proximity, user inputs, loudness and mouse position) to control events or actions. • Use lists to create a set of variables. <ul style="list-style-type: none"> • Use the Boolean operators <p>() < ()</p> <p>() = ()</p> <p>() > ()</p> <p>()and()</p> <p>()or()</p> <p>Not()</p> <p>to define conditions.</p> <ul style="list-style-type: none"> • Use the Reporter operators <p>() + ()</p> <p>() - ()</p>	<p>Summer 1- 3D Modelling Oaks Academy/Raspberry Pi planning, using Tinkercad</p> <ol style="list-style-type: none"> 1. Introduction to 3D modelling 2. Modifying 3D objects 3. Make your own name badge 4. Making a desk tidy 5. Planning a 3D model 6. Make your own 3D model <p>Summer 2- Sensing movement with physical computing Oaks Academy/Raspberry Pi</p> <ol style="list-style-type: none"> 1. The micro:bit 2. Selection to control the flow in a program 3. Sensing inputs 4. Conditional statements 5. Designing a step counter 6. Making a step counter
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<p>variables whilst also utilising a physical device - the micro:bit. Pupils begin with a simple program to build and test and then take on three new projects, with each adding more depth and complexity.</p>		<p>() * ()</p> <p>() / ()</p> <p>to perform calculations.</p> <p>Pick Random () to ()</p> <p>Join () ()</p> <p>Letter () of ()</p> <p>Length of ()</p> <p>() Mod () This reports the remainder after a division calculation</p> <p>Round ()</p> <p>() of ().</p>	
	<p>Connect</p>	<ul style="list-style-type: none"> • Collaborate with others online on sites approved and moderated by teachers. • Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems. • Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder. • Understand the effect of online comments and show responsibility and sensitivity when online. • Understand how simple networks are set up and used. 	

	Communicate	<ul style="list-style-type: none"> • Choose the most suitable applications and devices for the purposes of communication. • Use many of the advanced features in order to create high quality, professional or efficient communications. 	
	Collect	<ul style="list-style-type: none"> • Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner. 	
Music			
<p>Y6 Sing Up Focus: Calypso clave rhythm, hand drumming, hand-to-hand sticking, tuned playing within I-IV-I-V chord structure, ensemble performance, learning to play by ear.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Improvise melodic phrases in Section C using G major pentatonic (G-A-B-D-E). • Hold beaters and instruments correctly, achieving a good tone from the instruments. • Play the calypso clave rhythm on a hand drum using both hands. • Play the 'break' ('Carnival! Hey! Calypso go!') rhythm in tight unison. 	Perform	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>See separate planning documentation from Sing Up.</p> <p>Song Bank: Calypso solèy levé.</p> <p>Watch/Listen/Move:</p> <ul style="list-style-type: none"> • Under the sea by Howard Ashman and Alan Menken. • Emmanuel Road (trad. Jamaican). • Carnival tabanca by Bunji Garlin. • 'Will you be there' (theme from Free Willy) by Michael Jackson.
	Compose	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). 	

<ul style="list-style-type: none"> • Be able to play two or more tuned parts in a whole-class performance of Calypso solèy levé. 		<ul style="list-style-type: none"> • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	
	<p>Transcribe</p>	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. 	
	<p>Describe music</p>	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo 	

		<ul style="list-style-type: none"> • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. <ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning. 	
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P.E

<p>Rounders</p> <p>Cricket</p> <p>Athletics</p>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Games</p> <p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).</p> <ul style="list-style-type: none"> • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. 	<p>Team Building:</p> <ul style="list-style-type: none"> - Develop social skills to interact appropriately as part of a team. - Develop strategies to complete tasks effectively. - Develop communication skills to discuss, review and implement tactics. - Develop listening skills to hear other pupils' thoughts and opinions. <p>OAA</p> <ol style="list-style-type: none"> 1- To build communication and trust whilst showing an awareness of safety. 2- To work as a team to solve problems, sharing ideas and collaborating with one another. 3- To develop tactical planning and problem solving. 4- To share ideas and work as a team to solve problems. 5- To develop navigational skills and map reading. 6- To use a key to identify objects and locations. <p>PPA- Cricket</p> <ol style="list-style-type: none"> 1 – To develop throwing accuracy and catching skills. 2 – To develop batting accuracy and directional batting. 3 – To develop catching skills.
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• Uphold the spirit of fair play and respect in all competitive situations.

• Lead others when called upon and act as a good role model within a team.

ATHLETICS

Combine sprinting with low hurdles over 60 metres.

• Choose the best place for running over a variety of distances.

• Throw accurately and refine performance by analysing technique and body shape.

• Show control in take off and landings when jumping.

• Compete with others and keep track of personal best performances, setting targets for improvement.

Outdoor and adventurous activities

4 – To develop overarm bowling technique and accuracy.
5 – To develop a variety of fielding techniques and use them within a game.

6 – To develop long and short barriers and apply them to a game situation.

Key vocabulary – underarm and overarm throw, catching, underarm and overarm bowling, long and short barrier, batting, bowler, wicket keeper, fielder, tracking, tactics, accuracy

PPA -Athletics

1 – To work collaboratively with a partner to set a steady pace.

2 – To develop your own and others sprinting technique.

3 – To develop power, control and technique for the triple jump.

4 – To develop power, control and technique when throwing for distance.

5 – To develop throwing with force and accuracy for longer distance.

6 – To work collaboratively in a team and develop officiating skills of measuring, timing and recording.

Key vocabulary – pacing, sprinting, jumping for distance, push throw for distance, fling for distance, power, control, accuracy, collaboratively, jump, hop.

		<ul style="list-style-type: none"> • Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first. 	
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R.E

Spirituality and New Religious Movements	Understand beliefs and teachings	<p>Explain how some teachings and beliefs are shared between religions.</p> <p>Explain how religious beliefs shape the lives of individuals and communities.</p>	<p>New religious movements – Rastafarianism. Look at the Rastafarian beliefs and key symbols and their meanings. Compare with other religious symbols.</p> <p>Look at the Rastafarian ways of living – the 10 principles. Can they spot any comparisons between these and the 10 commandments?</p> <p>Look at how chanting, prayer and meditation play a key role in Rastafarian religion to obtain a heightened sense of spirituality. Complete meditation as whole class. How did children feel afterwards?</p>
	Understand practices and lifestyles	<p>Explain the practices and lifestyles involved in belonging to a faith community.</p> <p>Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles.</p> <p>Show an understanding of the role of a spiritual leader.</p>	

	<p>Understand how beliefs are conveyed</p>	<p>Explain some of the different ways that individuals show their beliefs.</p>	<p>Learn about important holy days and celebrations, eg Ethiopian Christmas (7th January).</p> <p>Learn about the Rastafarian Journey of Life and their beliefs on birth and death.</p> <p>Find out how art, music and creativity are used as a medium for social and spiritual messages.</p> <p>What is the Salvation Army and why are they called an Army? Link back to work on the Victorians</p> <p>Look at key signs and symbols, including the flag and the meaning behind the different colours. Compare this to work on Rastafarian religion.</p> <p>Learn about William Booth and why he devoted his life to helping others.</p> <p>What is a refugee? Learn about how the Salvation Army have supported refugees across Europe.</p> <p>What is a promise? Learn about the Salvation Army commitment and promises.</p> <p>Consider how Christians would resolve conflicts.</p> <p>At least 2 examples of spirituality/New Religious Movements. RASTAFARIANISM & THE SALVATION ARMY</p> <p>Exploring what is meant by the term 'Spirituality' and how this relates to religion as a formal system of beliefs and practices. Exploring examples of New Religious Movements and considering reasons for their rise in popularity in the 21st century. Opportunities to compare and contrast with other religions studies at KS2. Pg: 38</p> <p>Reflect Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others.</p> <p>Understand values</p>
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			<p>Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules. Express their own values and remain respectful of those with different values.</p> <p>Suggested ideas:</p> <ul style="list-style-type: none"> • Look at and explore both spiritual religious movements, compare and contrast. <p>Key vocabulary – spirituality, belief, religious movements</p>
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RSE & PSED

	<p>Relationships</p>	<ul style="list-style-type: none"> • I know that it is important to take care of my mental health • I understand that people can get problems with their mental health and that it is nothing to be ashamed of • I know how to take care of my mental health • I can help myself and others when worried about a mental health problem • I understand that there are different stages of grief and that there are different types of loss that cause people to grieve • I can recognise when I am feeling those emotions and have strategies to manage them • I can recognise when people are trying to gain power or control • I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • I can judge whether something online is safe and helpful for me • I can resist pressure to do something online that might hurt myself or others • I can use technology positively and safely to communicate with my friends and family • I can take responsibility for my own safety and well-being 	<p>Summer 1- Jigsaw Relationships</p> <ol style="list-style-type: none"> 1) What is mental health? 2) My mental health. 3) Love and loss. 4) Power and control 5) Being online- real or fake? Safe or unsafe? 6) Using technology responsibly.
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	<p>Changing me</p>	<ul style="list-style-type: none"> • I am aware of my own self-image and how my body image fits into that • I know how to develop my own self esteem • I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can express how I feel about the changes that will happen to me during puberty • I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I can recognise how I feel when I reflect on the development and birth of a baby • I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend • I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to • I know myself well enough to maintain positive relationships with others whilst still keeping my own identity • I can be assertive when appropriate • I am aware of the importance of a positive self-esteem and what I can do to develop it • I can express how I feel about my self-image and know how to challenge negative 'body-talk' • I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. • I know how to prepare myself emotionally for the changes next year. 	<p>Summer 2- Jigsaw Changing me</p> <ol style="list-style-type: none"> 1) Self-image 2) Puberty 3) Babies- conception to birth 4) Boyfriends and girlfriends 4a) Adolescent friendships alternative 5) Real self and ideal self 6) The year ahead