SUMMER TERM 2025 - 26 YEAR 5			
Breadth	Threshold Concept	Milestone 3 Yr 5 and Yr6	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
Ancient Greece	**Investigate and interpret evidence**	• 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.	**Ancient Greece** **Lesson 1 –** Timeline – What do you know about the Ancient Greek period? **Lesson 2 –** Influences and Impact **Lesson 3 –** Influences and Impact **Lesson 4 –** Myths and Legends **Lesson 5 –** Myths and Legends **Lesson 6 -** Clues from the past - Label a timeline with important dates from Ancient Greek history. - Who eventually conquered the Greeks and when did this happen? - Look at Greek pottery – what observations can you make? - Describe how artefacts and remains help historians understand life in ancient times. - Investigate the history of the Olympics. - Name some of the Olympians. - Describe what is meant by the words 'civilisations' and 'government'. - Explain the influence of Ancient Greeks on modern political systems. - Look at Greek architecture. Name some famous Greek buildings. - Explain characteristic features of Greek architecture. **Key vocabulary – architects, engineering, civilisations, democratic, artefacts, citizens.**
	Build an overview of world history	• 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.	

		• 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.	
	Understand Chronology	• 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.	
	Communicate historically	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • chronology • continuity • change • century • decade	

		• 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			
South America	**Investigate places**	• 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.	**South America** • Geographical location, organise information about the location, referencing other continents, hemispheres, latitude, Equator, Tropic of Capricorn etc. • Explore the geographical diversity of S America. • Investigate the link between colonization and the diversity of languages spoken in S America. • Explore the population of S America – identify areas of dense vs sparse population, making generalisations. Compare and contrast population information for Santiago and Isla Negra in Chile (for example). • Investigate the main rivers of S America. What is a river basin? What are its features? Lesson 1 – Locating S.America continent and countries Identify S. America as a **continent**, and start to identify some of its features. Identify the twelve countries and two territories which comprise of S. America. Lesson 2 – Climate Children will use climate zone maps to explore **climate zones** around the world before taking a closer look at the various climate zones in South America. They will learn about different climates, such as **temperate**, **arid and subtropical**, and describe the features of these climates Lesson 3 – Major mountain ranges

			Children will identify the **Andes** of South America as the largest mountain range in the world. They will locate the Andes on a map and discover how the Andes were **formed.** They will also identify some facts about this mountain range and explore how it is used by the people who live on or near the mountains. Lesson 4 – Human geography Children will recap the difference between human and physical geography before generating questions they could ask about the human geography of South America. They will use facts to find out about the human geography of various countries and use what they have found out to compare and contrast countries. Lesson 5 – Trade and industry Children will consider the concept of **world trade** and recognise some of the products we use that may come from South America. They will identify some of the biggest **exports** of South America and recognise some of their **strongest industries**. Lesson 6 – In depth study of S.American country and compare to the UK Children will use what they have learnt about South American countries in the previous lessons to compare human and physical features of a region of South America with the UK. They will research different facts about the two regions and use this research to draw out similarities and differences as well as attempting to use their previous knowledge to explain these similarities and differences.

	Investigate patterns	• 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	• Describe and understand key aspects of: • **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).	
Art & Design			
Printmaking	**Develop ideas**	• 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.	**Printmaking – Pop Art – Artist study Andy Warhol** **Lesson 1 –** An introduction to pop art Correct the WABOLL, start the Campbells soup tins **Lesson 2 –** Dots using Lichtenstein as inspiration **Lesson 3 –** Printing a crown or Union flag **Lesson 4 –** Artist study – Andy Warhol - **Lesson 5 –** Printing shoe **Lesson 6 –** Assess/review Pop Art
	Master Techniques	Painting • 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. Collage	

		• Mix textures (rough and smooth, plain and patterned). • Combine visual and tactile qualities. • Use ceramic mosaic materials and techniques. Sculpture • 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. Drawing • 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. Print • 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. Textiles	

		• Show precision in techniques. • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces. Digital Media • Enhance digital media by editing (including sound, video, animation, still images and installations).	
	Take inspiration from the greats	• 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. • Create original pieces that show a range of influences and styles.	
Design & Technology			
	Master practical skills	Food • 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. Materials	3.2 **Artificial Intelligence** (pages 317-336) • AI: force sensors • AI: distance sensors • AI: finger fluency • AI: design inspiration • AI: guided design-think • AI: guided design-break • AI: guided design-re-think Key Vocabulary- Artificial Intelligence, sensor, component, detect, automatically, fluency, inspiration, purpose, user

		• 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). Textiles • Create objects (such as a cushion) that employ a seam allowance. • 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). Electricals and electronics • Create circuits using electronics kits that employ a number of components (such as LEDs, resistors, transistors and chips). Computing • Write code to control and monitor models or products. Construction • Develop a range of practical skills to create products (such as cutting, drilling and screwing, nailing, gluing, filing and sanding). Mechanics	

		• Convert rotary motion to linear using cams. • Use innovative combinations of electronics (or computing) and mechanics in product designs.	
	Design, make, evaluate and improve	• 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.	
	Take inspiration from design throughout history	• Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices. • Create innovative designs that improve upon existing products. • Evaluate the design of products so as to suggest improvements to the user experience.	
Science			
	Work scientifically	• 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.	
	Understand plants	• *Relate knowledge of plants to studies of evolution and inheritance.* • *Relate knowledge of plants to studies of all living things.*	
	Understand animals and humans	• 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.	**Animals including humans** Lesson 1 – Human timeline Describe the changes as humans develop to old age by drawing a timeline to indicate stages in the growth and development of humans Lesson 2 – Growth of babies Describe the changes as humans develop to old age in the context of the development of babies in their first year. Record data and results of increasing complexity using bar and line graphs in the context of the growth of babies. Lesson 3 – Puberty Describe the changes as humans develop to old age by comparing the changes that take place to boys and girls during puberty. Lesson 4 – Changes in old age

			Describe the changes as humans develop to old age by understanding the changes that take place in old age. Lesson 5 – Gestation period Report findings from enquiries, including oral and written explanations of results in the context of the gestation period for animals. Lesson 6 – Life expectantcy Record data and results of increasing complexity using bar and line graphs, and models in the context of comparing gestation periods and life expectancies of animals. Reporting and presenting findings from enquiries, including causal relationships by analysing data on gestation periods and life expectancies of animals. **Key vocabulary** Puberty: the vocabulary to describe sexual characteristics
	Investigate living things	• 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	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	

		• 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.	
	Investigate materials	• 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.	Children will predict, investigate, observe and explain what happens when a variety of materials are mixed with water. They will also consider how the original materials might be recovered from a solution. Lesson 1- Children will explore ways in which the original materials in some mixtures and solutions may be recovered. Lesson 2- Children will identify solutions which are the product of irreversible reactions between the substances that were dissolved. They will then carry out practical investigations involving irreversible reactions. Lesson 3- Children will learn about reversible and irreversible changes caused by heating or cooling materials. They will then either predict and sort materials according to what may happen when they are heated or cooled, or explore irreversible reactions by cooking. Lesson 4- Children will consider what happens when materials are burned, including what new materials are produced. They may then either write about a range of flammable materials, or carry out a burning investigation. Lesson 5- Children will identify several different properties of a range of materials (conductive, magnetic, soluble, flexible, transparent etc.), then either sort given sets of materials, or investigate the properties Lesson 6- Children will consider ways in which certain

			properties of materials make them useful. They will then sort, test and select materials for different uses, depending on their properties. **Key vocabulary** Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material
	Understand the Earth's movement in space	• 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.	
	Understand electrical circuits	• 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.	

	Understand movement, forces and magnets.	**Magnets** • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. **Forces** • 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. • *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* • *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**.**	
	Understand light and seeing	• Understand that light appears to travel in straight lines. • 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. • 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.	

		• 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.	
	Investigate sound and hearing	• 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			
	Code	• 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. • Use the Boolean operators	**Summer Term 1 – repition in shapes** Lesson 1 – programming a screen turtle Logo is a text-based programming language where pupils type commands that are then drawn on screen. Pupils will learn the basic Logo commands, and will use their knowledge of them to read and write code. Lesson 2 - programming letters create algorithms (a precise set of ordered instructions, which can be turned into code) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the letter. They will debug their code by finding and fixing any errors that they spot. Lesson 3 – patterns and repeats look at examples of patterns in everyday life. They will recognise where numbers, shapes, and symbols are repeated, and how many times repeats occur. They will create algorithms for drawing a square, using the same annotated diagram as in Lesson 2. They will use this algorithm to program a square the 'long' way, and recognise the repeated pattern within a square. Once they know the repeated pattern, they will use the repeat command within Logo to program squares the 'short' way.

		() < () () = () () > () ()and() ()or() Not() to define conditions. • Use the Reporter operators () + () () - () () * () () / () to perform calculations. Pick Random () to () Join () () Letter () of () Length of () () Mod () This reports the remainder after a division calculation	Lesson 4 – using loops to create shapes. pupils will work with count-controlled loops in a range of contexts. First, they will think about a real-life example, then they will move on to using count-controlled loops in regular 2D shapes. They will trace code to predict which shapes will be drawn, and they will modify existing code by changing values within the code snippet. Lesson 5 – breaking things down – decomposition pupils will focus on decomposition. They will break down everyday tasks into smaller parts and think about how code snippets can be broken down to make them easier to plan and work with. They will learn to create, name, and call procedures in Logo, which are code snippets that can be reused in their programming. Lesson 6 – Creating a program apply the skills that they have learnt in this unit to create a program containing a count-controlled loop. Over the course of the lesson, they will design wrapping paper using more than one shape, which they will create with a program that uses count-controlled loops. They will begin by creating the algorithm, either as an annotated sketch, or as a sketch and algorithm, and then implement it as code. They will debug their work throughout, and evaluate their programs against the original brief. **Summer Term 2 – Selection in quizzes** Lesson 1 – Exploring conditions revisit previous learning on 'selection' and identify how 'conditions' are used to control the flow of actions in a program. They are introduced to the blocks for using conditions in programs using the Scratch programming environment. They modify the conditions in an existing program and identify the impact this has. Lesson 2 – Selecting outcomes develop their understanding of selection by using the 'if… then… else...' structure in algorithms and programs. They will revisit the need to use repetition in selection to ensure that conditions are repeatedly checked. They identify the two outcomes in given programs and how the condition informs which outcome will be selected. Learners use this knowledge to write their own programs that use selection with two outcomes. Lesson 3 – Asking questions consider how the 'if… then... else…' structure can be used to identify two responses to a binary question (one with a 'yes or no' answer). They identify that the answer to the question is the

		Round () () of ().	'condition', and use algorithms with a branching structure to represent the actions that will be carried out if the condition is true or false. They learn how questions can be asked in Scratch, and how the answer, supplied by the user, is used in the condition to control the outcomes. They use an algorithm to design a program that uses selection to direct the flow of the program based on the answer provided. They implement their algorithm as a program and test whether both outcomes can be achieved. Lesson 4 – Planning a quiz learners will be provided with a task: to use selection to control the outcomes in an interactive quiz. They will outline the requirements of the task and use an algorithm to show how they will use selection in the quiz to control the outcomes based on the answer given. Learners will complete their designs by using storyboards to identify the questions that will be asked, and the outcomes for both correct and incorrect answers. To demonstrate their understanding of how they are using selection to control the flow of the program, learners will identify which outcomes will be selected based on given responses. Lesson 5 – Testing a quiz learners will use the Scratch programming environment to implement the first section of their algorithm as a program. They will run the first section of their program to test whether they have correctly used selection to control the outcomes, and debug their program if required. They will then continue implementing their algorithm as a program. Once completed, they will consider the value of sharing their program with others so that they can receive feedback. Learners conclude the lesson by using another learner's quiz and providing feedback on it. Lesson 6 - Evaluating a quiz learners will return to their completed programs and identify ways in which the program can be improved. They will focus on issues where answers similar to those in the condition are given as inputs, and identify ways to avoid such problems. Learners will also consider how the outcomes may change the program for subsequent users, and identify how they can make use of setup to provide all users with the same experience. They will implement their identified improvements by returning to the Scratch programming environment and adding to their programs. They conclude the unit by identifying how they met the requirements of the given task, and identifying the aspects

			of the program that worked well, those they improved, and areas that could improve further.
	Connect	• 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	• 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	• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner.	
Music			
<u>Vocab</u> <u>Unit 1</u> Minims, crotchets, dotted crochets, quavers,	**Perform**	• 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).	**Unit 3 – How Does Music Improve Our World?** This unit the children will be learning about a wide range of music styles. Glockenspiel/Recorder used throughout. **Lesson 1 –** Freedom is coming **Lesson 2 –** Freedom is coming **Lesson 3 –** All over again **Lesson 4 –** All over again **Lesson 5 –** Do you ever wonder?

Legato, staccato, solo, tempo, allegro, adagio Dynamics - loud (forte) and quiet (piano), getting louder (crescendo)and getting quieter (decrescendo)			**Lesson 6 -** Assessment **Unit 4 – How Does Music Teach Us about Our Community?** This unit the children will be learning to use chords and improvise. Glockenspiel/Recorder used throughout. **Lesson 1 –** Erie Canal **Lesson 2 –** Erie Canal **Lesson 3 -** Heroes **Lesson 4 -** Heroes **Lesson 5 –** Happy to be me **Lesson 6 -** Assessment
	Compose	• 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). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.	
	Transcribe	• 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 ♭ (flat) symbols. • Use and understand simple time signatures.	
	Describe music	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning	
P.E			
	Develop practical skills in order to participate, compete and lead a healthy lifestyle	**Games (Rounders T5 / Tennis T6 / Cricket T6)** • Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession.	**Tennis– taught by Phoebe (coach from Grantham tennis club)** Week 1 – Develop the forehand groundstroke Week 2 – Develop returning the ball using a forehand groundstroke. Week 3 – Develop returning the ball using a backhand groundstroke. Week 4 – Work cooperatively to develop a continuous rally.

		• 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. • 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.	Week 5 – Develop the underarm serve and understand the rules of serving. Week 6 – Develop the volley and when to use it. Week 7 – To use a variety of strokes to outwit a partner. **Rounders – cricket in PPA by SD** Week 1 - To throw and catch with accuracy. Week 2 – Develop bowling action and understand the role of the bowler. Week 3 – Develop batting technique. Week 4 – Develop decision making skills about where and when to send the ball to stump a batter out. Week 5 – Develop fielding techniques. **TERM 6** **Swimming – taught by the staff at the Meres Leisure centre – Panthers Term 5 / Lions Term 6** **Athletics – taught in PPA by SD** Week 1 – To understand pace and apply different speeds over varying distances. Week 2 – To develop fluency and co-ordination when running for speed. Week 3 – To develop technique in relay changeovers. Week 4 – To build momentum and power in the triple jump. Week 5 – To develop throwing with force for longer distances. Week 6 – To develop throwing with greater control and technique.

R.E			
	Understand beliefs and teachings	Humanists- How can we lead a happy and meaningful life? Buddhists- Who was the Buddha and what does he mean to Buddhists?	*Week 1- I can explain what Humanists believe about human nature.* Week 2- The one life. Week 3- A natural origin and a precious planet. Week 4- Deciding right from wrong. Week 5-Humanist ceremonies. Week 6-Humanism around the world. Week 1-The idea of Buddha Week 2-Siddartha early life Week 3-Siddartha craving and suffering. Week4- Siddhartha enlightenment Week 5-Buddha for Buddhists today Week 6-meditation
RSE & PSED			
Physical health and Mental wellbeing	Healthy sleep habits; sun safety;	how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them	

	medicines, vaccinations, immunisations and allergies	• about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat Stroke how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment	
Growing and changing	Personal identity; recognising individuality and different qualities; mental wellbeing	• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing	**Relationships** Lesson1- recognising me Lesson 2- Safety with online communities Lesson 3- Being in an online community Lesson 4- Online gaming Lesson 5- My relationship with technology, screen time Lesson 6- Staying safe and happy online. Lesson 7- Changing me **Changing me** Lesson 1- Self and body image Lesson 2- Puberty for girls Lesson 3- Puberty for boys Lesson 4- Conception Lesson 5- Looking ahead 1 Lesson 6- Looks ahead 2
Keeping safe	Keeping safe in different situations, including responding in emergencies, first aid and FGM	o identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques	

		• how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law[1] • what to do and whom to tell if they think they or someone they know might be at risk of FGM	