

Gateway UKS2 Year 5 and 6 - Cycle A

	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6	
Learning Unit	Hello	<b>We are Conservationists</b>	<b>We are Voyagers</b>	<b>We are Citizens</b>	<b>We are Explorers</b>	<b>We are healthy</b>	Goodbye
Engaging question	Where are my roots?	Should we be protecting the world for future generations?	How has the space race affected our daily lives?	Should there be consequences for your actions?	Do we have anything in common with ancient civilisations?	Who is responsible for our health?	What have we achieved and what do we want to achieve next year?
Hook/Trip	New beginnings	Trip to Oxford Botanical Gardens	Following the Artemis 1 Launch – Live.	Trip to Oxford Castle and Prison	Science Day: Mummies and Pyramids	How healthy am I? (circuits, measure fitness etc)	Transition experiences.
Key Outcomes	An autobiographical anecdote	A story about the evolution of the moth.	Double page spread comparing past and present astronauts.	Written debate: Which historic era had the toughest punishments?	Factual 3D Pyramids – display of learning.	Healthy activity days.	Y5 - Letters for new teachers. Y6 - Letters to our new EYFS children.  Production
Science Scientific Enquiry		<ul style="list-style-type: none"> <li>Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment</li> <li>Find out about the work of naturalists and animal behaviourists</li> </ul>	<ul style="list-style-type: none"> <li>Create simple models</li> </ul>	<ul style="list-style-type: none"> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> </ul>	
Science	<p>What makes life go on? Evolution and inheritance</p> <p>Recognise that living things</p>	<p><b>Living things and their habitats</b></p> <p><b>Are living things in danger?</b></p> <ul style="list-style-type: none"> <li>To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Identify how animals and plants are adapted</li> </ul>	<p><b>Earth and space</b></p> <p><b>What is in space?</b></p> <p><b>Sun, earth, moon – What is moving?</b></p> <ul style="list-style-type: none"> <li>To describe the movement of the Earth and other planets relative to the sun in the solar system.</li> </ul>	<p><b>Earth and space</b></p> <p><b>What is in space?</b></p> <p><b>Sun, earth, moon – What is moving?</b></p> <ul style="list-style-type: none"> <li>To use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Forces</b></p> <p><b>What mechanisms did the Egyptians use to build the pyramids?</b></p> <p><b>How did the Ancient Egyptians preserve mummies?</b></p>		<p><b>Bodies, sex and relationships.</b></p> <p><b>Animals, including humans.</b></p> <p><b>How do our bodies grow and change over time?</b></p> <ul style="list-style-type: none"> <li>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> </ul>	

	<p>have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>to suit their environment in different ways and that adaptation may lead to evolution</p> <ul style="list-style-type: none"> <li>To describe the life process of reproduction in some plants and animals.</li> <li>Describe how living things are classified into broad Groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li> <li>Investigate asexual reproduction in plants by taking cuttings and planting bulbs</li> <li>Investigate the evolution of the Peppered Moth</li> </ul>	<ul style="list-style-type: none"> <li>To describe the movement of the moon relative to the Earth.</li> <li>To describe the sun, Earth and moon as approximately spherical bodies.</li> </ul>	<ul style="list-style-type: none"> <li>To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>To identify the effects of friction, that act between moving surfaces.</li> <li>To identify the effects of water resistance that act between moving surfaces.</li> <li>To identify the effects of air resistance, that act between moving surfaces.</li> <li>To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<ul style="list-style-type: none"> <li>To describe the changes as humans develop to old age.</li> <li>To describe the life process of reproduction in animals.</li> <li>To learn about the changes experienced in puberty.</li> <li>Describe the ways in which nutrients and water is transported within animals including humans.</li> </ul>	
History	<p><b>Family Tree</b></p> <p>To use a range of sources to find out about the past. Bring knowledge gathered from several sources together in a fluent account. Use dates and place key events on a timeline.</p>		<p><b>History of space</b></p> <p><b>To look at who won the Space Race and how the exploration of Space has changed over time.</b></p> <ul style="list-style-type: none"> <li>Understand the concepts and change over time, representing them, along with evidence, on a time line</li> <li>Use dates and terms accurately in describing events.</li> <li>Place current study on time line in relation to other studies.</li> <li>Examine causes and results of great events and the impact on people.</li> <li>Compare life at the beginning and end of a period of history (using terms such as: social,</li> </ul>	<p><b>Crime and Punishment through the ages</b></p> <p><b>To look at crime and punishment in the following eras and debate which era was most severe?</b></p> <p><b>The Romans</b> <b>The Anglo-Saxons</b> <b>The Tudors</b> <b>The Victorians</b></p> <ul style="list-style-type: none"> <li>To understand the concepts and change over time, representing them, along with evidence, on a time line.</li> <li>To use dates and terms accurately in describing events.</li> <li>Give a broad overview of life in Britain from medieval until the Tudor and Stuart times. Describe the characteristic features</li> </ul>	<p><b>Ancient Egypt</b></p> <p><b>To look at the profile of an ancient Egyptian: what did their culture look like including beliefs.</b></p> <ul style="list-style-type: none"> <li>Describe the characteristic features of the past, including ideas, beliefs attitudes and experiences of men, women and children.</li> <li>Use a range of sources of evidence to find out about the past.</li> </ul>	

			<p>religious, political, technological and cultural.)</p> <ul style="list-style-type: none"> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> </ul>	<p>of the past, including ideas, beliefs attitudes and experiences of men, women and children.</p> <ul style="list-style-type: none"> <li>To use a range of sources of evidence to find out about the past</li> <li>To bring knowledge gathered from several sources together in a fluent account.</li> <li>To use appropriate historical vocabulary to communicate, including: dates, time periods, era, chronology, continuity, change, century, decade and legacy.</li> <li>To use original ways to present information and ideas.</li> <li>To form testable hypotheses about the past.</li> </ul>			
Geography	Locate places on a world map.	<p><b>Rainforests</b></p> <p><b>To look at the characteristics of rainforests from around the world, the habitats it provides and the consequences of deforestation.</b></p> <ul style="list-style-type: none"> <li>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</li> <li>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)</li> <li>Describe and understand key aspects of physical geography</li> </ul>		<p><b>Oxford</b></p> <p><b>To locate Oxford on a world map and explore what makes it a good location to settle.</b></p> <ul style="list-style-type: none"> <li>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).</li> <li>Use 8 compass points confidently and accurately;</li> <li>Use 4 figure co-ordinates confidently to locate features on a map.</li> <li>Use/recognise OS map symbols;</li> <li>Use atlas symbols.</li> </ul>	<p><b>Ancient Egypt</b></p> <p><b>To look at the importance of the River Nile and the impact it had on the ancient Egyptians lives.</b></p> <ul style="list-style-type: none"> <li>Draw a sketch map using symbols and a key.</li> <li>Locate places on a world map.</li> <li>Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns).</li> <li>Human geography, including: settlements, land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water supply.</li> </ul>	<p><b>The Amazing Americas</b></p> <p><b>To explore the physical geography and compare between different locations in North and South America, finally comparing to the UK.</b></p> <ul style="list-style-type: none"> <li>Draw a plan view map accurately.</li> <li>Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> <li>Investigate places with more emphasis on the larger scale; contrasting and distant places • Collect and record evidence and other information in order to</li> </ul>	

		<p>including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <ul style="list-style-type: none"> <li>Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>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).</li> <li>Confidently identify significant places and environments.</li> </ul>		<ul style="list-style-type: none"> <li>Human geography including: settlements, land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water supply.</li> <li>Use scale to measure distances.</li> </ul>	<ul style="list-style-type: none"> <li>Find/recognise places on maps of different scales. (E.g. river Nile.)</li> </ul>	<p>draw clear conclusions about locations.</p> <ul style="list-style-type: none"> <li>To Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>To identify and describe geographical terms.</li> <li>To name and locate the countries of North and South America and identify their main physical and human characteristics.</li> <li>To describe and understand key aspects of Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>6-figure grid references.</li> </ul>	
Design and Technology	<p><b>Rainforest Felt Animals – Textiles</b></p> <ul style="list-style-type: none"> <li>Use prototypes and cross-sectional diagrams to represent designs.</li> <li>Select appropriate materials, tools and techniques including cutting with precision and refining the finish with appropriate tools (Such as a more precise scissor cut after roughly cutting a shape out or sanding after cutting wood)</li> <li>Create an object (such as a cushion) that employ a seam allowance</li> <li>Join textiles with a combination of stitching techniques) such as a back stitch for seams and running stitch to attach decoration</li> </ul>	<p><b>Moon Buggies – Wood</b></p> <ul style="list-style-type: none"> <li>Design with the user in mind, motivated by the service a product will offer (rather than simply for profit)</li> <li>Make products through stages of prototypes, making continual refinements</li> <li>Use prototypes and cross-sectional diagrams to represent designs. Combine elements of design from a range of inspirational designers throughout history, giving reason for choices</li> <li>Develop a range of practical skills to create products, such as cutting, drilling, screwing, mailing,</li> </ul>			<p><b>Healthy muffins – Food &amp; Nutrition</b></p> <ul style="list-style-type: none"> <li>Understand the importance of correct storage and handling of ingredients (using knowledge of microorganisms).</li> <li>Measure accurately and calculate ratios of ingredients to scale up or down from a recipe.</li> <li>Demonstrate a range of baking and cooking techniques.</li> <li>Create and refine recipes, including ingredients, methods, cooking times and temperatures.</li> </ul> <p><b>Packaging for healthy muffins – card &amp; paper.</b></p>		

		<ul style="list-style-type: none"> <li>Use 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).</li> <li>Evaluate the design of products so as to suggest improvements to the end product and user experience.</li> </ul>	<p>gluing, filing and sanding.</p> <ul style="list-style-type: none"> <li>Ensure all products have a high-quality finish, using art skills where appropriate.</li> <li>Evaluate the design of products so as to suggest improvements to the end product and user experience.</li> </ul>			<ul style="list-style-type: none"> <li>Measure, mark out, cut, score and assemble components with more accuracy</li> <li>Select appropriate and suitable tools and techniques.</li> <li>Create innovative designs that improve upon existing products.</li> </ul>	
Art	<p><b>Expressionism portraits of class peers. – Drawing</b></p> <p>Sketch (lightly) before painting to combine line and colour Use lines to represent movement Combine colours, tones, and tines to enhance the mood of a piece Combine previously learned techniques to create pieces Develop a personal style of paintings, drawing upon ideas from other artists.</p>		<p><b>Van Gogh – Starry Night (Year 5 focus during year 6 residential) – Painting</b></p> <ul style="list-style-type: none"> <li>Create a colour palette based upon colours observed in the natural or built world.</li> <li>Use the qualities of water colour and acrylic paints to create visually interesting pieces</li> <li>Use a choice of techniques to depict movement, perspective, shadows and reflection.</li> <li>Use brush techniques and the qualities of paint to create texture.</li> <li>Develop a personal style of paintings, drawing upon ideas from other artists.</li> </ul>	<p><b>J.M.W. Turner Landscapes – Drawing and painting</b></p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others’ work and say what they think and feel about them.</li> <li>Comment on artworks of artists, craftspeople and designers working in different times and cultures with a fluent grasp of visual language. Collect information, sketches and resources, and present ideas imaginatively in a sketch book.</li> <li>To develop a personal style of painting, drawing upon ideas from other artists.</li> <li>To use a sketch book.</li> <li>To use the qualities of water colour to create visually interesting pieces.</li> <li>To create a colour palette based on the natural or built world.</li> <li>Combine previously learned techniques to create pieces.</li> </ul>	<p><b>Egyptian Masks – Clay 3D form &amp; Painting</b></p> <ul style="list-style-type: none"> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Develop skills in using clay Inc. slabs, coils, slips, etc.</li> <li>Make a mould and use plaster safely.</li> <li>Use tools to carve and add shapes, texture and pattern</li> <li>Show precision in techniques</li> <li>Combine previously learned techniques to create pieces</li> <li>To use a variety of source material for their work.</li> <li>To spot the potential in unexpected results as work progresses.</li> <li>To use the qualities of water colour and acrylic paints to create visually interesting pieces.</li> <li>Build up layers of colours.</li> <li>Show precision in techniques</li> </ul>	<p><b>Georgia O’Keefe – Natural art, Joaquin Torres Garcia symbols that mean something to me</b></p> <ul style="list-style-type: none"> <li>To develop drawing and painting skills using inspiration of an artist.</li> <li>To explain about and use symbols to represent themselves using inspiration of the artist.</li> <li>Develop a personal style of paintings, drawing upon ideas from other artists</li> </ul> <p><b>Art Week – Recycled 3D Sculptures</b></p> <ul style="list-style-type: none"> <li>Use recycled, natural and man-made materials to create sculpture.</li> <li>Plan a sculpture through drawing and other preparatory work.</li> <li>Show lifelike qualities and real-life proportions.</li> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. • Show how the work of notable artists, artisans and designers was influential in both society and to other artists.</li> <li>Combine previously learned techniques to create pieces.</li> </ul>	
			<b>Gustav Holst: Mars from the Planet Suite</b>	<b>Music Service: Whole class instrument – Clarinet, Woodwind.</b>		<b>End of year production – Chorus</b>	

			<ul style="list-style-type: none"> <li>Internalise short melodies and play these on pitched percussion instruments (play by ear) Create dances that reflect musical features</li> <li>Identify different moods and textures within music Identify how a mood is created by music and lyrics Listen to longer pieces of music and identify features</li> <li>Develop an understanding of the history of music</li> <li>Describe music using a range of vocabulary including, dynamic, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonise, accompaniments, cyclic patterns, cultural contexts</li> </ul>	<ul style="list-style-type: none"> <li>Identify and control different ways percussion instruments make sounds</li> <li>Play accompaniments with control and accuracy</li> <li>Create different effects using combinations of pitched sounds.</li> <li>Compose music individually or in pairs using a range of stimuli, developing ideas into a completed composition. Combining melody, rhythm and chords</li> <li>Explore, select, combine and use a range of different sounds to compose a soundscape</li> <li>Identify different speeds of pulse(tempo) by clapping and moving</li> <li>Improvise rhythm patterns</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with increasing control of breathing, posture and sound projection.</li> <li>Sing songs in tune, with expression and with an awareness of other parts</li> <li>Rehearse with others</li> <li>Sing a round in 2 parts and identify the melodic phrases and how they fit together</li> <li>Sing songs with chorus and verse Sing confidently as a class, in small groups and along and begin to have an awareness of improvisation with the voice.</li> <li>Create dances that reflect musical features.</li> <li>Present performances effectively with awareness of audience, venue and occasion</li> </ul>	
<p>Languages French</p>	<p><b>Phonics and Pronunciation – Extra Teaching</b></p> <p>In these four sequential lessons pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience. Each of the four lessons is accompanied by a song that pupils will be encouraged to actively participate in.</p>	<p><b>Family – Intermediate</b></p> <p>By the end of this unit pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1<sup>st</sup> person singular to 3<sup>rd</sup> person singular.</p>	<p><b>At the Tea Room – Intermediate</b></p> <p>By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.</p>	<p><b>Olympics – Intermediate</b></p> <p>Through the medium of this familiar and very popular event, pupils will be taught the skills to understand slightly longer and more complicated text in French. They will learn to ‘gist’ read, listen and understand more by using cognates and more familiar language to decode unknown language. Pupils will learn ten Olympic sports and the adjectival changes required when describing athletes.</p>	<p><b>The Weekend – Progressive</b></p> <p>In this unit pupils will learn ten phrases for activities they may do at the weekend in French. They will also be presented with further extension on telling the time and opinions / justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.</p>	<p><b>Vikings – Progressive</b></p> <p>Through the medium of this familiar period of history, pupils will be taught the skills to describe themselves . They will do this as a character from the Viking period, exploring the vocabulary , adjectives and grammar involved in character and physical descriptions, allowing pupils to</p>

							describe themselves and also another person by the end of the unit.
RE		<p><b>How far would a Sikh go for his/her religion?</b></p> <ul style="list-style-type: none"> <li>To establish different commitments in our lives.</li> <li>To explain how beliefs, symbols and actions impact on everyday lives of religious individuals.</li> <li>Explain how beliefs impact on individuals and the wider community</li> </ul>	<p><b>Is the Christmas story true?</b></p> <ul style="list-style-type: none"> <li>To analyse and interpret religious sources.</li> <li>To describe key religious beliefs and teachings.</li> <li>To make informed responses to people's values in the light of my learning.</li> </ul>	<p><b>How can Brahman be everywhere and everything?</b></p> <ul style="list-style-type: none"> <li>To reflect about myself.</li> <li>To describe the key beliefs and teachings of a religion.</li> <li>To explain how beliefs, have an impact on individuals and their community.</li> <li>Make informed responses to people's values and commitments (including religious ones) in the light of their learning.</li> </ul>	<p><b>Did God intend Jesus to be crucified?</b></p> <ul style="list-style-type: none"> <li>Make informed responses to questions of identity and experience in the light of their learning.</li> <li>Make informed responses to questions of meaning and purpose in the light of their learning.</li> <li>Make informed responses to people's values and commitments (including religious ones) in the light of their learning</li> <li>Analyse and interpret religious sources.</li> <li>Explain how beliefs impact on individuals and the wider community.</li> </ul>	<p><b>Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</b></p> <ul style="list-style-type: none"> <li>Explain how beliefs impact on individuals and the wider community</li> <li>Explain how selected features of religious life and practice make a difference to the lives of individuals and communities</li> <li>Explain how some forms of religious expression are used differently by individuals and communities</li> </ul>	
PE		<p><b>Real PE: Learning focus cognitive.</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Create a sequence of up to 8 elements: (e.g. a combination of asymmetrical shapes and balances and symmetrical rolling and jumping actions; changes of direction and level and show mirroring; and matching shapes and balances)</li> <li>Create a longer more complex sequence of up to 10 elements e.g. a combination of counter balance/ counter tension, twisting/turning, travelling on hands and feet, as well as jumping and rolling.</li> <li>Perform balances with control, showing good body tension</li> <li>Mirror and match partner's balance i.e. making same shape on different level or in a different place.</li> <li>Explore symmetrical and asymmetrical balances on own and with a partner</li> </ul>	<p><b>Real PE: Learning focus creative</b></p> <p><b>Outdoor and adventurous activities – residential</b></p> <ul style="list-style-type: none"> <li>Draw maps and plan and set trails for others to follow</li> <li>Use eight points of the compass to orientate</li> <li>Plan an orienteering challenge</li> <li>Plan and share roles within the group based on each other's strengths</li> <li>Understand individuals' roles and responsibilities</li> <li>Adapt roles or ideas if they are not working</li> <li>Recognise and talk about dangers of tasks</li> <li>Recognise how to keep themselves and others safe</li> <li>Plan strategies to solve problem/plan routes/follow trails/build shelters</li> <li>Implement and refine strategies</li> </ul>	<p><b>Real PE: Learning focus social</b></p> <p><b>Swimming</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25m</p> <ul style="list-style-type: none"> <li>Use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)</li> <li>Perform safe self-rescue in different water-based situations</li> </ul>	<p><b>Real PE: Learning focus physical</b></p> <p><b>Dance – Hakka</b></p> <ul style="list-style-type: none"> <li>Perform dance to an audience showing confidence and clarity of actions</li> <li>Show co-ordination, control, alignment, flow of energy and strength (Technical Skills)</li> <li>Show focus, projection, sense of style and musicality (Expressive Skills)</li> <li>Demonstrate a wide range of dance actions – travel, turn, gesture, jump and stillness</li> <li>Demonstrate dynamic qualities – speed, energy, continuity, rhythm</li> <li>Demonstrate use of space – levels, directions, pathways, size and body shape</li> <li>Demonstrate different relationships – mirroring, unison, canon, complementary and contrasting, body part to body part and physical contact</li> </ul>	<p><b>Real PE: Learning focus health and safety and personal</b></p> <p><b>Games - Kwik Cricket</b></p> <ul style="list-style-type: none"> <li>Develop techniques of a variety of skills to maximise team effectiveness</li> <li>Use skills (e.g. of throwing and catching to gain points in competitive games – fielding)</li> <li>Use tactics when attacking or defending</li> <li>Can create their own games using knowledge and skills and make suggestions as to what resources can be used to differentiate a game.</li> </ul>	<p><b>Athletics – Sports day practice.</b></p> <ul style="list-style-type: none"> <li>Sustain pace over longer distance – 2 minutes</li> <li>Identify parts of the performance that needs to be improved</li> <li>Perform a range of warm-up exercises specific to running for short and longer distances</li> <li>Explain how warming up affects performances</li> </ul>

		<ul style="list-style-type: none"> <li>• Explore and develop control in taking some/all of a partner's weight using counter balance (pushing against) and counter tension (pulling away from)</li> <li>• Perform a range of acrobatic balance with a partner on the floor and on different levels of apparatus</li> <li>• Perform group balances at the beginning, middle or end of sequence. Consider how to move in and out of these balances with fluency and control</li> </ul>			<ul style="list-style-type: none"> <li>• Show awareness of different dance styles, traditions and aspects of their historical/social context</li> <li>• Compare and evaluate their own and other's work Modifies parts of a sequence as a result of self and peer evaluation.</li> </ul>		<ul style="list-style-type: none"> <li>• Explain why athletics can help stamina and strength</li> <li>• Throw with greater accuracy, control and efficiency of movement using pulling, pushing and slinging action with foam javelin, shot and discus.</li> </ul>
Time to Talk	<b>Health and wellbeing</b>  Looking after ourselves; growing up; becoming independent; taking more responsibility	<b>Health and wellbeing (IMPS &amp; Junior Citizens – Year 6)</b> <ul style="list-style-type: none"> <li>• How and why to balance time spent online with other activities.</li> <li>• Basic first aid, accidents, dealing with emergencies</li> <li>• How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions.</li> <li>• That if someone has experienced a head injury, they should not be moved.</li> <li>• When it is appropriate to use first aid and the importance of seeking adult help.</li> <li>• The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</li> </ul>	<b>Living in the wider world</b> <ul style="list-style-type: none"> <li>• How people make decisions about spending and saving money and what influences them.</li> <li>• How to keep track of money so people know how much they have to spend or save.</li> <li>• How people make choices about ways of paying for things they want and need. (e.g. from current accounts/savings; store card/credit cards; loans)</li> <li>• How to recognise what makes something 'value for money' and what this means to them.</li> <li>• That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.</li> </ul>	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>• How to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others.</li> </ul>	<b>Growing and changing; puberty</b> <ul style="list-style-type: none"> <li>• About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</li> <li>• How puberty can affect emotions and feelings</li> <li>• How personal hygiene routines change during puberty.</li> <li>• Understanding the signs of a healthy, loving relationship.</li> </ul> <b>Year 6:</b> Human reproduction.	<b>Health and wellbeing – Drugs, Alcohol, Tabaco &amp; Vapes Year 6 visit from local PCSO</b> <ul style="list-style-type: none"> <li>• How to ask for advice and support about growing and changing and puberty</li> <li>• Drugs, alcohol and tobacco; healthy habits</li> <li>• How drugs common to everyday life (including smoking/vaping</li> <li>• - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• That some drugs are legal (but may have laws or restrictions</li> <li>• related to them) and other drugs are illegal</li> <li>• How laws surrounding the use of drugs exist to protect them and others</li> <li>• Why people choose to use or not use different drugs</li> <li>• How people can prevent or reduce the risks associated with them</li> </ul>	<b>Transition –</b> preparing for change and looking ourselves mentally.

				<ul style="list-style-type: none"> <li>How to challenge stereotypes and assumptions about others.</li> </ul>		<ul style="list-style-type: none"> <li>That for some people, drug use can become a habit which is difficult to break</li> <li>How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>How to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	
Computing		<b>Digital Literacy</b> <b>Computing systems and networks – Sharing information.</b> <ul style="list-style-type: none"> <li>Appreciate how search results are ranked</li> <li>Understand the importance of using technology safely, respectfully and responsibly</li> <li>Identify a range of ways to report concerns about content and contact</li> <li>Understands the opportunities computer networks offer for collaboration</li> </ul>	<b>Computer Science</b> <b>Create an animation using Scratch</b> <ul style="list-style-type: none"> <li>Solve problems in writing programs by decomposing them into smaller parts</li> <li>Use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.</li> <li>Work with variables</li> <li>Simulate physical systems</li> <li>Use selection and repetition in programs</li> </ul>	<b>Information Technology</b> <b>Creating media – photo editing and web-page creation</b> <ul style="list-style-type: none"> <li>Combine a variety of software to accomplish given goals on a range of digital devices</li> <li>Understand the basic workings of computer networks including the internet</li> <li>Design and create systems that accomplish given goals</li> <li>Analyse and evaluate information and data</li> </ul>	<b>Information Technology</b> <b>Creating media – 3D Modelling</b> <ul style="list-style-type: none"> <li>Solve problems in writing programs by decomposing them into smaller parts</li> <li>Use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.</li> <li>Work with variables</li> <li>Simulate physical systems</li> <li>Use selection and repetition in programs</li> </ul>	<b>Computer science</b> <b>Physical Computing using Lego Spike/Microbits to make a robot/step counter.</b> <ul style="list-style-type: none"> <li>Solve problems in writing programs by decomposing them into smaller parts</li> <li>Use logical reasoning to explain how some simple algorithms work and detect and correct errors in them.</li> <li>Work with variables</li> <li>Simulate physical systems</li> <li>Use selection and repetition in programs</li> </ul>	
E-Safety		<b>Google Internet Legends: Think Before You Share</b> <ul style="list-style-type: none"> <li>To understand the importance of using technology safely, respectfully and responsibly.</li> <li>To identify a range of ways to report concerns about content and contact.</li> </ul>	<b>Google Internet Legends: Protect your stuff</b> <ul style="list-style-type: none"> <li>To understand the importance of using technology safely, respectfully and responsibly.</li> <li>To identify a range of ways to report concerns about content and contact.</li> </ul>	<b>Internet safety day</b> <ul style="list-style-type: none"> <li>To understand the importance of using technology safely, respectfully and responsibly.</li> </ul>	<b>Google Internet Legends: Check it's for Real</b> <ul style="list-style-type: none"> <li>To understand the importance of using technology safely, respectfully and responsibly.</li> <li>To evaluate digital content discerningly.</li> </ul>	<b>Google Internet Legends: Respect Each Other</b> <ul style="list-style-type: none"> <li>To understand the importance of using technology safely, respectfully and responsibly.</li> <li>To understand the opportunities computer networks offer for collaboration.</li> </ul>	

