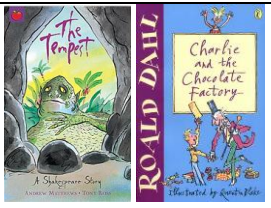
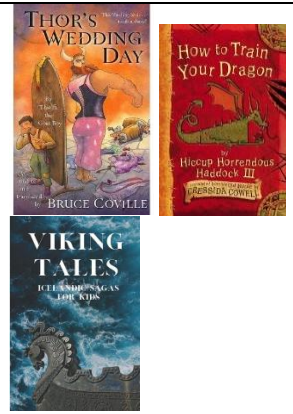




H.C.P.S. Year 5 Curriculum 2026-2027

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Topics	Shakespeare's Theatres Marvellous Materials	Earth and Space Magical Marble Runs Remembrance Christmas	The Vikings Africa!	Africa! (continued) Come Outside	Come Outside (continued) Fabulous Forces	Animals including humans Crime and Punishment Life Skills and Safety
Texts						
Inspirational people	William Shakespeare Ruth Wakefield	William Morris Tim Peake Helen Sharman (First British woman in Space) Tom Karren Nick Parks Michael Morpurgo	Alfred the Great	Jules Verne Nellie Bly (Travelled around the world in 72 days) Adejoke Bakare (Nigerian Chef)	Isaac Newton Galileo Galilei Xuanzang (7th century Buddhist Monk, who took a 17 year journey to India)	David Attenborough Helena Normanton (First female barrister in the UK) Local Police Officers
English	<u>Extended Write</u> Letter – Linked to children's interest Persuasive writing – DT cross-curricular writing <u>Big Write</u> Description – Linked to The Tempest (set text) Description – Linked to materials <u>Writing Process</u> Playscript – The Tempest (set text) Poetry – War Poetry		<u>Extended Write</u> Discussion text – Science cross-curricular writing Description – Linked to NEN and the Lonely Fisherman (set text) <u>Big Write</u> Description – Linked to Science Description – Linked to DT Food <u>Writing Process</u> Narrative – History cross-curricular writing linked to Vikings (Viking Saga)		<u>Extended Write</u> Explanation text – Science cross-curricular writing linked to Life Cycles Letter – Transition <u>Big Write</u> Description – Science cross-curricular writing linked to animals Description – Geography cross-curricular writing <u>Writing Process</u>	

			Biography – Inspirational person (Jules Verne or Nellie Bly)		Instructions – Science cross-curricular writing linked to forces Newspaper report – History cross-curricular writing linked to Crime and Punishment	
Spelling/ Phonics	Words with silent letter b Words ending in -ible Words ending in -able Words with silent letter t Words ending in -ibly and -ably Words ending in -ent Words ending in -ence		The ee sound spelt ei Words ending in -ant , -ance and -ancy Words ending in shus spelt -cious Words ending in shus spelt -tious Words ending in shul spelt -cial or -tial		Add prefixes to a verb e.g re-, over-, dis-, de-, mis-, Distinguish between homophones and other words that are often confused (you must refer to spelling appendix 1 for this) Spell identified commonly misspelt words from Year 5 and 6 word list Spell some words with silent letters e.g. knight, psalm, solemn Use a thesaurus Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary	
Maths	<u>Place Value</u> To count forwards and backwards in steps of powers of 10 for any given number up to 1 000 000 To count forwards and backwards with positive and negative whole numbers To read Roman numerals to 1000 (M) To recognise years written in Roman numerals To read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit To round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000, 1 000 000 and to the nearest 100 000. <u>Addition and Subtraction</u> To add and subtract numbers mentally with increasingly large numbers To add and subtract whole numbers with more than 4-digits using formal written methods	<u>Multiplication and Division</u> To divide numbers up to 4-digits by a 1-digit number using the formal written method of short division To identify prime numbers to 100. To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers To identify multiples and factors, including all factor pairs of a number, and common factors of 2 numbers To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. To multiply numbers up to 4-digits by a 1-digit and 2-digit numbers using the formal written method To recognise and use cubed numbers and the notation for cubed. <u>Fractions</u> To compare and order fractions whose	<u>Multiplication and Division</u> To divide numbers up to 4-digits by a 1-digit number using the formal written method of short division To identify prime numbers to 100. To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers To identify multiples and factors, including all factor pairs of a number, and common factors of 2 numbers To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. To multiply numbers up to 4-digits by a 1-digit and 2-digit numbers using the formal written method To recognise and use cubed numbers and the notation for cubed. <u>Fractions</u> To compare and order fractions whose	<u>Decimals and Percentages</u> Read and write decimal numbers as fractions and solve problems using this. To read, write, order and compare numbers with up to 3 decimal places Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents To round decimals with 1 and 2 decimal places to the nearest whole number To recognise the percent symbol (%) and understand what this means. To write percentages as a fraction with a denominator of 100 and as a decimal. <u>Perimeter and Area</u> To calculate the area of rectangles using standard units (cm ² and m ²) To estimate the area of irregular shapes <u>Statistics</u> To complete, read and interpret information in tables including times tables	<u>Shape</u> To draw, measure and compare given angles and show in degrees To identify angles on a line. To identify and know properties of 3d shapes including cubes and other cuboids from 2d representations To distinguish between regular and irregular polygons based on reasoning about equal sides and angles <u>Decimals</u> Read and write decimal numbers as fractions and solve problems using this. To read, write, order and compare numbers with up to 3 decimal places Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents To round decimals with 1 and 2 decimal places to the nearest whole number	<u>Negative Numbers</u> To count forwards and backwards with positive and negative whole numbers <u>Converting Units</u> Convert between different units of measure (e.g. km to m, cm to mm, g to kg, l to ml) <u>Volume</u> To estimate volume (e.g. using 1cm blocks to build cubes and cuboids) To estimate capacity (e.g. using water) <u>Consolidation</u> Revision of relevant objectives.

	<u>Multiplication and Division</u> To divide numbers up to 4-digits by a 1-digit number using the formal written method of short division To identify prime numbers to 100. To know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers To identify multiples and factors, including all factor pairs of a number, and common factors of 2 numbers To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. To multiply numbers up to 4-digits by a 1-digit and 2-digit numbers using the formal written method To recognise and use cubed numbers and the notation for cubed.	denominators are multiples of the same number. To identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths To recognise and convert mixed numbers and improper fractions To add, subtract and multiply fractions with the same denominator and denominators which are multiples of the same number	denominators are multiples of the same number. To identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths To recognise and convert mixed numbers and improper fractions To add, subtract and multiply fractions with the same denominator and denominators which are multiples of the same number <u>Decimals and Percentages</u> Read and write decimal numbers as fractions and solve problems using this. To read, write, order and compare numbers with up to 3 decimal places Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents To round decimals with 1 and 2 decimal places to the nearest whole number To recognise the percent symbol (%) and understand what this means. To write percentages as a fraction with a denominator of 100 and as a decimal.	To solve comparison, sum and difference problems using information presented in a line graph <u>Position and Direction</u> To identify, describe and represent the position of a shape following a reflection, using the appropriate language and know that the shape has not changed To identify, describe and represent the position of a shape following a translation, using the appropriate language and know that the shape has not changed		
Science	<u>Materials</u> To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	<u>Earth and Space</u> To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. To describe the movement of the Moon relative to the Earth.			<u>Forces</u> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance	<u>Animals including Humans</u> To describe the changes as humans develop to old age Puberty <u>Living things and habitats</u> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

	To know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. To give reasons, bases on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. To demonstrate that dissolving, mixing and changes of state are reversible changes. To explain that some changes result in the formation of new materials and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. To identify scientific evidence that has been used to support or refute ideas or arguments.	To describe the Sun, Earth and Moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.			and friction, that act between moving surfaces. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. To identify scientific evidence that has been used to support or refute ideas or arguments. To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. To use test results to make predictions to set up further comparative and fair tests. <u>Living things and habitats</u> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals.	To describe the life process of reproduction in some plants and animals.
History			<u>Vikings</u> Pupils show some purposeful selection about information they wish to include in responses.			<u>Crime and Punishment</u> Can draw their own timeline, beginning to produce accurate intervals and adding to it as they

			Can evaluate the usefulness of a number of sources and how this can affect our interpretation of the past. Begin to identify between primary and secondary sources. Pupils are increasingly challenging sources of information.			learn about new periods of history. Are able to note the links between different aspects of different people. Can evaluate the usefulness of a number of sources and how this can affect our interpretation of the past. Begin to identify between primary and secondary sources. Pupils are increasingly challenging sources of information.
Geography				<u>Africa</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles To be able to name and locate some African countries using maps to focus on their environmental regions, key physical and human characteristics and major cities To be able to name and locate geographical regions (in the UK) and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land use patterns and understands how some of these patterns have changed over time To be able to describe and understand key aspects of physical geography,	<u>Come Outside</u> Can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of method, including sketch maps, plans and graphs, and digital technologies. Can understand how some features have changed over time (e.g. railway, Hornsea Pottery, tourism, schools, the park etc.) To be able to use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.	

				including: climate zones, biomes and vegetation belts.		
Art		<u>Sculpture (Poppies)</u> To begin to show like-like qualities and real-life proportions To begin to use tools to carve and add shapes, texture and pattern To begin to combine visual and tactile qualities To begin to use frameworks such as wire or moulds to provide stability and form <u>Sculptor Study</u> Henry Moore <u>Printing</u> 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. <u>Collage</u> Mix textures - rough and smooth, plain and patterned. Combine visual and tactile qualities. Use ceramic mosaic materials and techniques.	<u>Viking Kennings and Runes</u> To begin to use combine colours, tones and tints to enhance the mood of a piece (Painting) To begin to sketch (lightly) before painting to combine line and colour (painting) To begin to use the qualities of water colour and acrylic paints to create visually interesting pieces. (painting) Create a colour palette based upon colours observed in the natural or built world (painting) To begin to develop a personal style of painting, drawing upon ideas from other artists (painting) To begin to use brush techniques and the qualities of paint to create texture (painting) Artist study – William Morris (print artist)	<u>Painting</u> To begin to use combine colours, tones and tints to enhance the mood of a piece To begin to sketch (lightly) before painting to combine line and colour To begin to use the qualities of water colour and acrylic paints to create visually interesting pieces. Create a colour palette based upon colours observed in the natural or built world To begin to develop a personal style of painting, drawing upon ideas from other artists To begin to use brush techniques and the qualities of paint to create texture <u>Artist study</u> William Morris (print artist)		<u>Artist Study</u> Monet / Holbein (Portrait artist) Give details (including own sketches) about the style of some notable artists, artisans and designers. Create original pieces that show a range of influences and styles. To begin to use choose a style of drawing suitable for the work e.g. realistic or impressionistic. To begin to use a choice of techniques to depict movement, perspective, shadows and reflection. To begin to use a variety of techniques to add interesting effects e.g. reflections, shadows, direction of sunlight. To begin to use lines to represent movement.
DT	<u>Making a Theatre</u> Design with the user in mind, beginning to be motivated by the service a product will offer (rather than simply for profit). To use a range of tools to complete various tasks accurately e.g. cutting and shaping. Combine elements of design from a range of inspirational designers throughout history, giving reasons for choices.	<u>Marble Runs</u> Investigate and analyse a range of existing products Design with the user in mind, beginning to be motivated by the service a product will offer (rather than simply for profit). Create products through stages of prototypes, making continual refinements and improving upon previous designs. Ensure products have a high quality finish, using art skills where appropriate.		<u>Food</u> How key events and individuals in design and technology have helped shape the world Understand and apply the principles of a healthy, balanced diet through preparing and cooking savoury dishes using a range of cooking techniques. To understand how the seasons impact our food and the journey food goes on to get to our supermarkets.		

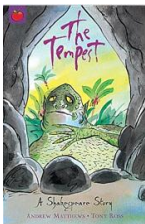
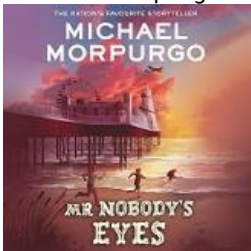
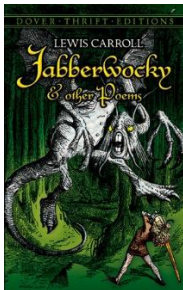
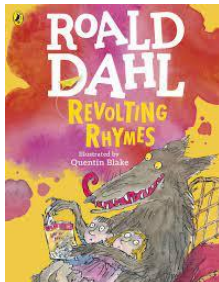
	To select from a wider range of materials according to their function and begin to comment on aesthetics. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	To use a range of tools to complete various tasks accurately e.g. cutting and shaping.				
Jigsaw and PSHE	<u>Being Me in My World</u> I can face new challenges positively and know how to set personal goals. I know how to use my Jigsaw Journal. I know what I value most about my school and can identify my hopes for this school year. I understand my rights and responsibilities as a citizen of my country. I can empathise with people in this country whose lives are different to my own. I understand my rights and responsibilities as a citizen of my country and as a member of my school. I can empathise with people in this country whose lives are different to my own. I can make choices about my own behaviour because I understand how rewards and consequences feel. I understand that my actions affect me and others. I understand how an individual's behaviour can impact on a group.	<u>Celebrating Difference</u> I understand that cultural differences sometimes cause conflict. I am aware of my own culture. I understand what racism is. I am aware of my attitude towards people from different races. I understand how rumour-spreading and name-calling can be bullying behaviours I can tell you a range of strategies. for managing my feelings in bullying situations and for problem-solving when I'm part of one. I can explain the difference between direct and indirect types of bullying. I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied. I can compare my life with people in the developing world.	<u>Dreams and Goals</u> I understand that I will need money to help me achieve some of my dreams. I can identify what I would like my life to be like when I am grown up. I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs. I appreciate the contributions made by people in different jobs. I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future. I can describe the dreams and goals of young people in a culture different to mine. I can reflect on how these relate to my own.	<u>Healthy Me</u> I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure. I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure. I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I know how to keep myself calm in emergencies. I understand how the media, social media and celebrity culture promotes certain body types.	<u>Relationships</u> I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self- esteem. I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable. I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me. I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe. I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.	<u>Changing Me</u> 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 a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be ok for me. I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty. I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby. I appreciate how amazing it is that human bodies can reproduce in these ways.

	I can contribute to the group and understand how we can function as a whole. I understand how democracy and having a voice benefits the school community and know how to participate in this. I understand why our school community benefits from a Learning Charter and can help others to follow it.	I can appreciate the value of happiness regardless of material wealth. I can understand a different culture from my own. I respect my own and other people's cultures.	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. I appreciate the similarities and differences in aspirations between myself and young people in a different culture. I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. I understand why I am motivated to make a positive contribution to supporting others.	I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am. I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body. I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy I am motivated to keep myself healthy and happy.	I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring. I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.
Computing	<u>Algorithms and programming</u> To design, write and debug programs in multiple programming languages (visual or text based). e.g Espresso (Python & HTML) Scratch & Alice To explain and show how algorithms can use sequences, selection and repetition programs. To work with variables and various forms of input and output. <u>Communication and E-safety</u> To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact. To use technologies safely, respectfully and responsibly	<u>Data and Information</u> To use the layout of a keyboard to type fluently. To be able to collect, evaluate and present data and information. (Data) To select, use and combine a variety of software (including internet services). (Digital Content) <u>Communication and E-safety</u> To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact. To use technologies safely, respectfully and responsibly	<u>How Computers work</u> To understand computer networks including the internet and the opportunities they offer for communication and collaboration. To explain what the World Wide Web and the Internet are, and the difference. To outline how data is transported on the internet, including packets and the notion of protocol. <u>Algorithms and programming</u> To design, write and debug programs in multiple programming languages (visual or text based). e.g Espresso (Python & HTML) Scratch & Alice To explain and show how algorithms can use sequences, selection and repetition programs. To work with variables and various forms of input and output. <u>Communication and E-safety</u> To recognise acceptable/unacceptable behaviour; To identify a range of ways to report concerns about content and contact. To use technologies safely, respectfully and responsibly			
RE	<u>Expressions</u> To describe some different ways people.	<u>Faith in Action</u> To explain the significance of the key teachings of faith founders for faith members	<u>Pilgrimage</u> To compare the experience of participating in a religious festival or celebration around the world			

	To communicate with their god consider the meaning of different forms of religious worship and how they are expressions of belief. To identify symbols and artefacts which are important for at least two different faiths. To explain how artefacts and symbols express the beliefs of faith members. To recognise different forms of religious and spiritual expression. <u>Christmas</u> To identify key events in the lives of faith founders and their impact on those around them. To explain the relevance of different faith founders for their followers today. To compare the experience of participating in a religious festival or celebration around the world To reflect and share how religious celebrations and rituals have an impact on the community	To describe the teachings of key religious figures, identifying some similarities and differences To reflect on the teachings of key religious figures and how these teachings impact on society To identify key events in the lives of faith founders and their impact on those around them explain the relevance of different faith founders for their followers today. <u>Easter</u> To identify key events in the lives of faith founders and their impact on those around them. To explain the relevance of different faith founders for their followers today. To compare the experience of participating in a religious festival or celebration around the world To reflect and share how religious celebrations and rituals have an impact on the community	To reflect and share how religious celebrations and rituals have an impact on the community To show understanding of what is sacred for believers in religious places describe the uses of sacred places, symbols and artefacts by believers and the community explain how activities at local places of worship create a sense of community To compare key places of pilgrimage and identify why a faith member might go there describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. To suggest ideas about the meaning of pilgrimage to a believer and the impact on their life
Music	<u>BBC Ten Pieces In the Hall of the Mountain King/ The Nutcracker (Orchestral/ Classical/ Romantic)</u> Play and perform in ensemble contexts, playing various musical instruments Improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Create own rhythmic ostinatos Listen and reflect on pieces of orchestral music perform orchestral and waltz pieces as an ensemble Learn simple staff notation Know that there are 3 beats in a bar in a waltz <u>Samba</u> Play samba music to a count of 8 beats. Play untuned percussion samba instruments—surdo (bass drum), repinique (snare drum), tamborim, ganza (shaker), agogo bell, samba whistle. Play different rhythms together to create a polyrhythmic effect. Play music in ensemble using different effects— building texture, call and response (question and answer), changing tempo and dynamics. Play samba rhythms in ternary form. Recall sounds with increasing aural memory. Build on previous musical learning about the interrelated dimensions of music:	<u>Charanga Classroom Jazz 1</u> Listen & Appraise: The Three Note Bossa & Five Note Swing Musical Activities using glocks Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B. Reflection Perform & Share <u>Charanga Fresh Prince of Bel Air (Hip Hop)</u> Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop) Musical Activities using glocks Warm-up games play and copy back using up to 3 notes – D, E + F. Singing/rapping in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – D, G + A. Improvise using up to 3 notes – D, E + F. Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A. Reflection Perform & Share	<u>Charanga Fresh Prince of Bel Air (Hip Hop) (continued)</u> Listen & Appraise: The Fresh Prince Of Bel-Air (Hip Hop) Musical Activities using glocks Warm-up games play and copy back using up to 3 notes – D, E + F. Singing/rapping in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – D, G + A. Improvise using up to 3 notes – D, E + F. Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A. Reflection Perform & Share <u>Charanga Stop (Rap Compositions)</u> Listen & Appraise: Stop! (Grime) Musical Activities using glocks Warm-up games play and copy back using up to 2 notes – C + D. Singing and rapping in unison and in parts. Compose your own rapped lyrics about bullying or another topic or theme that you decide. Reflection Perform & Share

PE	<u>Tag Rugby</u> To use defensive positions to mark and tag an attacker. To pass a ball accurately and consistently while on the move. To defend as part of a team to deny space to the attacking team. To use a pop pass over short distances to create an explosive run. To move the ball quickly using the 'magic diamond' formation. To use the 3 step and pass rule with some confidence.	<u>Netball</u> To use a bounce pass effectively in a game. Various techniques to find space during a game. A range of dodging techniques and attempting to use them in a game. To practice and perform pivoting to make good passes. Two handed shooting technique and to play the position of shooter. To work cooperatively as a team to attack and defend.	<u>Hockey</u> To perform a block tackle to dispossess an attacker. To use fast, accurate passes into the D to create scoring opportunities. To mark and attacker closely to stop them from receiving the ball. To perform a sweep hit to send the ball 'first time'. To move the ball quickly from left to right to outwit a defender. To use a variety of techniques to keep possession in a game.	<u>OAA</u> To explore different ways of communicating with a blindfolded partner. To follow a designated route at maximum speed and complete a task safely. To use memory methods to recall different objects whilst navigating. To use clear communication to recreate a shape from memory. To use imagination and creative thinking to create the tallest marshmallow tower. To send and interpret messages using Morse Code.	<u>Athletics</u> To run for speed and distance on our own and as part of a team. Pacing to run over longer distances. Different jumping styles and exploring which ones we can jump further with. To use the push throw technique. To exchange a baton within a restricted area. To design a running, jumping or throwing activity for others using the STEP principle.	<u>Cricket</u> To work with a partner to score runs. To throw accurately over short distances to get batters out. To follow the path of the ball to catch as a wicket keeper. To overarm bowl with accuracy whilst using a run-up. To play a forward defensive shot. To set a field in a game to limit the runs scored by a batter.
	<u>Dance (Unit 1)</u> What non-locomotor movement is and using it in our dance. To perform both non-locomotor and locomotor movements together. To create new and exciting group patterns. A simple Line Dance routine. To create our own 3 step line dance with a partner. To work collaboratively within our group to improve our performance.	<u>Apparatus</u>	<u>Gymnastics (Unit 1)</u> The key steps to performing a round-off. To create and perform a partner sequence using symmetry. To create and perform a partner sequence using asymmetry. To perform counter-balances with a partner. To perform smooth transitions between counterbalances using different levels. To evaluate each other's work and suggest improvements.	<u>Apparatus</u>	<u>Badminton</u> To make it difficult for our opponents to score points. To apply basic court positions in singles play. To accurately hit both long and short serves. Close control, including net shots. To use footwork to recover after lunging and moving after shots. To apply a range of movements and shots in a competition.	<u>Dance (Unit 2)</u> To communicate the theme of heroes through our dance. To manipulate and develop actions using a range of devices. To create interesting and varied dance actions as a group using levels. To use jumps to bring power and energy to our dance phrase. To show the theme of an attack, performing at a low level. Work effectively with others to improve movement quality and performance.
French	Revise opinions Sports vocabulary Sports clothing Verb <i>avoir</i> Phonemes and Masculine and feminine nouns Dictionary skills	Weather vocabulary Hobbies vocabulary Pets Phonemes and Traditional tale: The fox and the crow Christmas in France	Verb <i>être</i> Dictionary skills Revise dates Numbers 32-60 School subjects	Words starting with Primary school in France Subject preferences Reasons Verb <i>aller</i> Transport vocabulary Easter: Mardi gras	Items in a classroom Possessive adjectives (revision and new) Prepositions Pronunciation: silent letters at the end of words	Revise aller The simple future tense Revision Assessments Project: West Africa where French is spoken
Gophers	Play board games Scavenger Hunt	Learn about the Stars	Play in the snow Go on a bus/train	Cook and taste food from other cultures– African		Beach art Build a Den

	Learn to Play Sudoku	Help someone in the community	Use a map			See a live performance
Visits and Visitors	Lions Roar Competition	Planetarium workshop visit	Jorvik visit Bemora/Mrs Wilson	Hornsea Secondary School Performance	Hornsea Mere Swimming	Visitor Barrister/Lawyer/Police Officer Beach Trip

Reading Spine Texts						
	<u>Archaic Text</u>	<u>Non-Linear Time Sequences</u>	<u>Complexity of the Narrator</u>	<u>Complexity of the Plot/Symbol</u>	<u>Resistant Texts</u>	<u>Diversity Texts</u>
	The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today.	A story is narrated in a given style with a given cadence and that cadence endures and remains consistent, but in the best books, books where every aspect of the narration is nuanced to create an exact image, time moves in fits and start. It doubles back.	Books are sometimes narrated by an unreliable narrator- who doesn't understand and misperceives some of what happened, a madman out of touch with reality, multiple narrators, non-human narrators, multiple intertwined and apparently unrelated plot lines.	Texts which happen on an allegorical or symbolic level. Not reflected in Lexiles; critical forms of text complexity that students must experience	Texts written to deliberately resist easy meaning-making by readers. Perhaps half of the poems ever written fall into this category. You have to assemble meaning around nuances, hints, uncertainties and clues.	Texts which promote inclusion of people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.
Year 5	The Tempest by William Shakespeare 	Cosmic by Frank Cottrell Boyce 	Mr Nobody's Eyes by Michael Morpurgo 	Jabberwocky (poem) by Lewis Carroll 	Revolting Rhymes by Roald Dahl 	Nen and The Lonely Fisherman 