



## Year 5 Overview



Subjects	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enhancements</b>	Winter Comfy Reads	Christmas Cinema Trip	Walk to a local church	Dunham Massy. Anglo Saxon Day	One Adventure (night on the field with climbing wall)	DT parents in to help Emma Evans Artist Rounders competition
<b>Maths</b>	<ul style="list-style-type: none"> <li>-Understand tenths as part of a whole, represent and calculate mentally.</li> <li>-Compose and calculate with decimals including column addition and subtraction</li> <li>-Understand hundredths as parts of a whole and represent</li> <li>-Use knowledge of decimals to solve problems in different contexts: length</li> <li>Negative Numbers</li> </ul>	<ul style="list-style-type: none"> <li>-Multiplication by partitioning leading to short multiplication (2 by 1 digit)</li> <li>-Multiplication by partitioning leading to short multiplication (3 by 1 digit)</li> <li>-Division by partitioning leading to short division (2 and 3 digits by 1 digit)</li> <li>-Division by partition leading to short division (2 and 3 digits by 1 digit)</li> </ul>	<ul style="list-style-type: none"> <li>-Understand the concept of area</li> <li>-Link area of rectangles to multiplication</li> <li>-Link area of rectangles to multiplication</li> <li>-Compare and describe measurements using knowledge of multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>-Calculating with decimal fractions</li> <li>-Understand the concept of volume</li> <li>-Multiply 3 or more numbers (commutative and associative laws)</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and use the concept of factorisation (square and prime numbers)</li> <li>-Use common factors and multiples to solve calculations efficiently</li> <li>-Multiply a proper fraction by a whole number</li> <li>-Multiply improper fractions and mixed numbers by a whole number</li> <li>-Find unit and non-unit fractions of whole numbers exploring parts and wholes</li> </ul>	<ul style="list-style-type: none"> <li>-Comparing fractions using equivalence and decimals</li> <li>-Converting Units</li> <li>-Angles: Compare, name, estimate and measure angles</li> </ul>
<b>Writing Focus</b>	<ul style="list-style-type: none"> <li>To entertain: Dilemma Narrative</li> <li>To inform: Newspaper article</li> </ul>	<ul style="list-style-type: none"> <li>To entertain: Haiku Poems</li> <li>To explain: Non-chronological report</li> </ul>	<ul style="list-style-type: none"> <li>To persuade: Persuasive leaflet</li> <li>To recount: Diary Entry</li> </ul>	<ul style="list-style-type: none"> <li>To entertain: Narrative with alternative ending.</li> <li>To entertain: Figurative Poetry</li> </ul>	<ul style="list-style-type: none"> <li>To recount: Biography</li> <li>To explain: Instructions</li> </ul>	<ul style="list-style-type: none"> <li>To discuss: Balanced argument</li> <li>To entertain: Characterising Speech</li> </ul>
<b>Reading Focus</b>	A Series of Unfortunate Events	Kensuke's Kingdom	Nowhere Emporium	The Lost Happy Endings	Street Child	Little People, Big Dreams - Emeline Pankhurst
<b>Science</b>	<p><b>Properties and changes of materials</b></p> <p>How does a sugar cube change as it is put in a glass of water? – observing over time</p>	<p><b>Earth and space</b></p> <p>Is there a pattern between the size of a planet and the time it takes to travel around the Sun? – pattern seeking</p>	<p><b>Forces</b></p> <p>Which shape parachute takes the longest to fall? – comparative and fair testing</p>	<p><b>Forces</b></p> <p>Which shape parachute takes the longest to fall? – comparative and fair testing</p>	<p><b>Living things and their habitats</b></p> <p>Can you identify all the stages in the human life cycle? – identifying and classifying</p>	<p><b>Animals including humans</b></p> <p>Why do people get grey/white hair when they get older?</p>

<b>Computing</b>	Strategic searching online	<b>Internet safety</b> National College	NCCE Filming techniques	Flowol	NCCE Flat file databases	
<b>History</b>		<b>Mayans</b> Were the achievements of the Mayans as successful as the Romans?		<b>Anglo-Saxons</b> How did the Anglo Saxons invade and settle and what changed in Britain as a result?	<b>Manchester Suffragette Movement</b> What did the Manchester Suffragettes do to shock Britain?	
<b>Geography</b>	<b>Changes in Our Local Environment-</b> How is the UK changing?		<b>Europe: A Study of the Alpine Region.</b> What are the human and physical features of an Alpine region?		<b>Journey: Trade</b> Where do all our commodities come from?	
<b>Art</b>	<b>Self Portrait using mixed media.</b>		<b>Sculpture and 3D</b>		<b>Drawing</b>	
<b>D and T</b>		<b>Food</b> Can you alter ingredients when making bread?		<b>Moving Cars</b> What make features do I need to make a moving vehicle?	<b>Textiles- Phone cases</b> What type of stitching is suitable for a phone case?	
<b>Music</b>	<b>Wider Ops – Flute</b>	<b>Wider Ops – Flute</b>  <b>Christmas Performance</b>	<b>Composition Notation- Ancient Egypt</b>	<b>Blues</b>	<b>South and West Africa</b>  <b>Composition to represent the festival of colour – Holi festival.</b>	
<b>RE</b>	<b>Believing</b> Why do some people believe God exists?	<b>Believing</b> Why do some people believe God exists?	<b>Expressing</b> If God is everywhere, why go to a place of worship?	<b>Expressing</b> If God is everywhere, why go to a place of worship?	<b>Living</b> What does it mean to be a Muslim in Britain today?	<b>Living</b> What does it mean to be a Muslim in Britain today?
<b>PE</b>	<b>Tricks and Flicks</b> Gymnastics <b>Teachers</b> Tennis	<b>Tricks and Flicks</b> Football <b>Teachers</b> Netball	<b>Tricks and Flicks</b> Dance <b>Teachers</b> Rugby	<b>Tricks and Flicks</b> Volleyball <b>Teachers</b> Golf	<b>Tricks and Flicks</b> Cricket <b>Teachers</b> Athletics	<b>Tricks and Flicks</b> Rounders <b>Teachers</b> Athletics
<b>PSHCE</b>	<b>Being Me in My World</b>	<b>Celebrating Difference</b>	<b>Dreams and Goals</b>	<b>Healthy Me</b>	<b>Relationships</b>	<b>Changing Me</b>
<b>Spanish</b>	<b>Me presento</b> Presenting Myself		<b>Mi familia</b> My Family		<b>¿Qué tiempo hace?</b> What Is the Weather?	
<b>Outside Learning Opportunities</b>	Using natural materials outside to represent place value	Human Solar System on the playground.  Outdoor poetry	Friction experiment	Worthington Formula One – Racing motorised vehicles	Music performance	Position and direction.

Please find below the year groups sticky knowledge. The skills progression for each subject can be found within the website under 'Our Learning'. Information about Maths and English knowledge are sent out separately. Please note the order of topics may change due to cohorts/term length.

## Year 5 Autumn Term Overview

Art and Design	Geography	Design and Technology
<b>How can I create a self-portrait?</b>	<b>How is our country changing?</b>	<b>Can you alter ingredients when making bread?</b>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>● Develop a drawing into a painting.</li> <li>● Create a drawing using text as lines and tone.</li> <li>● Experiment with materials and create different backgrounds to draw onto.</li> <li>● Use a photograph as a starting point for a mixed-media artwork.</li> <li>● Take an interesting portrait photograph, exploring different angles.</li> <li>● Adapt an image to create a new one.</li> <li>● Combine materials to create an effect.</li> <li>● Choose colours to represent an idea or atmosphere.</li> <li>● Develop a final composition from sketchbook ideas.</li> <li>● <u>Knowledge of artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists use self-portraits to represent important things about themselves. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.</li> </ul> <p><u>Evaluating and analysing:</u> People make art to portray ideas about identity. Talking about plans for artwork, or evaluating finished work, can help improve what</p>	<p><u>Knowledge</u></p> <p>Some key topographical features of the UK and our own region.</p> <p>That local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable.</p> <p>That regions change over time and that change is continual.</p> <p>That change is happening in the local area, and that changes will continue to happen.</p> <p>How the local area has changed and how it might change in the future</p> <p>How the local area has changed and to consider what it might be like in the future.</p>	<p><u>Knowledge</u></p> <p>I know the names of some bread and their origins –</p> <p>Bagels (polish) soda bread (Ireland)</p> <p>Baguette (France) Naan and Chapatti (India) Pitta Bread (Middle East).</p> <p>I know why I need to wash my hands and have a clean area before handling food.</p> <p>I know that bread is a carbohydrate. I know</p> <p>Carbohydrates give us energy and are an important part of our diet. I know many people eat bread as part of a balanced diet. I know which is different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects.</p> <p>I know that flour, yeast, salt, warm water, butter are the ingredients to make a bread dough.</p> <p>I know that yeast makes the dough rise, a bread product without yeast is unleavened bread.</p> <p>I know that you can add sweet and savoury ingredients to alter to taste and texture.</p>

<p>artists create. Comparing artworks can help people understand them better.</p>		
<p><u>Vocabulary</u>  art medium, atmosphere, background, carbon paper, collage, composition, continuous line drawing, evaluate, justify, mixed media, monoprint, multi-media, paint wash, portrait, printmaking, represent, research, self-portrait, texture, transfer</p>	<p><u>Vocabulary</u>  Legacy, Regeneration, County, British Isles, Region, sustainable.</p>	<p><u>Vocabulary</u>  safety, hygiene, evaluate, origin, balanced diet, carbohydrate, ingredients, aesthetics, texture, yeast, energy, alter and knead</p>
<p><b>RE</b>  <b>Why do some people think God exists?</b>  <ul style="list-style-type: none"> <li>• <b>Christians</b></li> </ul> <b>Non-religious (e.g. Humanist)</b></p>	<p><b>History</b>  Were the achievements of the Mayans as successful as the Romans?</p>	<p><b>Spanish</b>  <b>Me presento</b>  Presenting Myself</p>
<p><u>Knowledge</u>  <u>How many people believe in God?</u></p> <ul style="list-style-type: none"> <li>• To be able to define the terms theist, atheist and agnostic: theist is someone who believe in God, atheists don't believe in God and agnostics are undecided.</li> <li>• To be able to express their own ideas about theism, atheism and agnosticism and use the vocabulary to define themselves.</li> <li>• To be able to give a reason why a Christian believes in God, a reason why an atheist does not and why some people are undecided.</li> <li>• To be able to explain what facts beliefs and opinions are: facts are true, opinions are a person's viewpoint and belief are what a person believes to be true.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• <b>Where and when did the Maya live?</b>  To know when the Maya civilisation was and how long the period lasted.  To know who the Mayans were and where they lived.  To know which modern day countries are called in the area when the Mayans lived.  To be able to name some Mayan cities.  To know how the Mayan civilisation ended.  Who were the Mayans?</li> <li>• <b>What was Maya writing like?</b>  To know that Mayans write in hieroglyphs.  To know that Mayan people wrote in books made of bark from fig trees.  One book was called a codex and the plural is codices.  To know that codices were written by professional scribes and that when the Spanish invaded, their priests burned many of the codices.  3 codices are known to be remaining.</li> <li>• <b>What numbers did the Maya use in Maths?</b>  To have an understanding of the Mayan number system.</li> <li>• <b>Did the Maya play football like us?</b>  To be able to compare the modern-day game of football to the Mayan game of pitz.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can use basic greetings, ask somebody how they are feeling and reply when ask to me</li> <li>• I can ask somebody their name and reply when asked to me</li> <li>• I can recall numbers 1-10 and count from 11-20</li> <li>• I can ask somebody how old they are and reply when asked to me</li> <li>• I can ask somebody where they live and reply when asked to me</li> <li>• I can express my nationality and understand basic gender agreement rules</li> </ul>

<p><u>What do Christians believe about how the world began? What other ideas are there?</u></p> <ul style="list-style-type: none"> <li>To be able to recount the Creation Story (that God created the world and everything on it in 6 days and on the 7<sup>th</sup> day he rested)</li> <li>To compare with the Big Bang Theory (the scientific viewpoint that the Universe began as a single point billions of years ago and it has been expanding out ever since).</li> </ul> <p>To be able to express their opinion on can someone be religious and still believe the Big Bang Theory.</p>		
<p><u>Vocabulary</u> Theist, Atheist, Agnostic, Humanist, almighty, Creator, Creation Story, Big Bang Theory</p>	<p><u>Vocabulary</u> Tikal Palenque, rainforest, sacrifices, codices, codex carvings, civilisation, Mesoamerica, nobles</p>	
<p><b>Music</b></p>	<p><b>Computing</b></p>	<p><b>Science</b></p>
<p><b>Composition Notation (Ancient Egypt)</b></p>	<p><b>How can I stay safe online?</b></p>	<p><b>Is there a pattern between the size of a planet and the time it takes to travel around the Sun?</b></p>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To know that simple pictures can be used to represent the structure (organisation) of music.</li> <li>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</li> <li>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</li> </ul>	<p><u>Knowledge</u></p> <p>I know how to look at the sender and subject to spot a spam email. I know what the potential dangers of spam email.</p> <p>I know why it is important to cite a source. I know how to cite a website. I know how to follow a citation to access an online source.</p> <p>I know the rules for creating a strong password. I know how to create a strong password using a set of rules. I know why having a strong password is important.</p> <p>I know how to recognise changes that have been made to an original photograph.</p>	<p><u>Knowledge</u></p> <p>The sun is a star and it is at the centre of our solar system.</p> <p>There are 8 planets and we can name them.</p> <p>These planets travel around the Sun in fixed orbits. Earth takes 365.25 days to complete its orbit around the Sun. We have a leap year every four years because of this.</p> <p>The Earth rotates on its axis every 24 hours.</p>

	<p>I know how to digitally alter a photograph.</p> <p>I know how to stay safe online.</p> <p>I know examples of unsafe online behaviour and the possible consequences.</p> <p>I know how to apply online safety rules to a given scenario.</p>	<p>As Earth rotates, half faces the Sun (day) and half is facing away from the Sun (night).</p> <p>As the Earth rotates, the Sun appears to move across the sky.</p> <p>The moon orbits the Earth, it takes about 28 days to complete its orbit.</p> <p>The Sun, Earth and Moon are approximately spherical.</p>
<p><u>Vocabulary</u>  accuracy, backing track, balance, composition, control, crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups</p>	<p><u>Vocabulary</u>  Online, spam, email, scam, virus, citation, plagiarism, copyright, passwords, personal information, photographs, editing, social media, comic.  Cite, citation, plagiarism, source, website, bibliography,  Email, spam, link, privacy, virus, scam, phishing, inbox, junk, sender, subject.  Passwords, secure, safe, account, online, private.  Posts, media, image, photography, digital, photoshop, edit, filter, apps, software, social media, adverts.</p>	<p><u>Vocabulary</u>  Earth, Sun, Moon, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, spherical, solar system, rotates, star, orbit, planets.</p>
	<p><b>How can I use a search engine effectively?</b></p>	<p><b>How does a sugar cube change as it is put in a glass of water?</b></p>
	<p><u>Knowledge</u>  I know what a web crawler is.  I know how web indexing works.  I know how search engines work.  I know what a search engine is.  I know what a search engine is used for.  I know how to access a trusted search engine.  I know to use keywords to refine my search.  I know that just because information is online doesn't mean it is true.  I know what makes a trusted web page  I know why trusted websites are important  I know how Boolean operators can affect my search results.</p>	<p><u>Knowledge</u>  Materials have different uses depending on their properties and state (liquid, solid or gas).  Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets.  Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment.</p>

		<p>Mixtures can be separated by filtering, sieving and evaporation.</p> <p>Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood and frying an egg result in the formation of new materials and these are not reversible.</p>
	<p><u>Vocabulary</u>          Browser, Internet, search engine, network, search results, search terms, URL, web browser, web page, website, World Wide Web (www)., Boolean operators,          Domain name, protocol, reliability, scheme, second-level domain, secure, subdomain, top-level domain, trustworthy, URL, Search Engine Optimisation (SEO), search engine results page,          Web crawler, spider, web indexing, index, search engine index, hyperlink, marketing, server, user, target audience</p>	<p><u>Vocabulary</u>          thermal/ electrical, insulator/ conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, new material.</p>

Physical Education	Physical Education	Physical Education	Physical Education
<b>Gymnastics</b>	<b>Football</b>	<b>Netball</b>	<b>Tennis</b>
<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> <li>• Develop your own gymnastic sequences by understanding, choosing, and applying a range of compositional principles.</li> <li>• Identify which aspects of a performance were performed consistently, accurately, fluently, and clearly; being able to provide constructive feedback.</li> </ul>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> <li>• Learn how to evaluate and recognise success.</li> <li>• Understand how physical activity can contribute to a healthy lifestyle.</li> <li>• Choose different formations to suit the needs of the game</li> </ul>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> <li>• Know the difference between attacking and defending skills.</li> <li>• Know how to mark and defend your goal.</li> <li>• Begin to understand how muscles work and explain how the body reacts to physical activity.</li> <li>• Identify strengths and weaknesses of your own and other performances and explain your reasoning</li> </ul>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> <li>-Identify spaces and understand the tactic of hitting into gaps.</li> <li>-Watch and evaluate the success of games, being able to explain why a performance is good, and what part of a performance could be improved and why.</li> </ul>
<p><u>Procedural Knowledge</u></p>	<p><u>Procedural Knowledge</u></p>	<p><u>Procedural Knowledge</u></p>	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> <li>• Hit the ball with purpose.</li> </ul>

<ul style="list-style-type: none"> <li>• Perform movements accurately with a sense of rhythm.</li> <li>• Explore, improvise, and combine movement ideas fluently and effectively.</li> <li>• Make up longer sequences and perform them with fluency and clarity of movement, choosing skills that meet the needs of the situation.</li> <li>• Develop flexibility, strength, control, technique, and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply basic principles for defending - Defend by marking, covering, and tracking opponents as appropriate.</li> <li>• Participate in competitive games, modified where appropriate.</li> <li>• Perform skills (e.g. passing) with accuracy, confidence and control whilst developing technique.</li> <li>• Keep possession of the ball when faced with opponents.</li> <li>• Apply basic principle for attacking – Use a variety of tactics to keep possession of the ball.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of skills to keep the ball, thinking about moving towards goal, different positions and the use of space.</li> <li>• Increase accuracy and confidence of passing and shooting skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Play shots on the forehand and backhand side of your body. Direct the ball towards the opponent's court or target area.</li> <li>• Participate in competitive games, modified where appropriate.</li> <li>• Use good footwork that allows the ball to be hit with good technique.</li> <li>• Adopt a good ready position and show good position on court.</li> </ul>
<u>Vocabulary</u> Front Support, back support, creativity, evaluate, improve, pose, observe, fluency, flow, flight	<u>Vocabulary</u> Marking, tactics, accuracy, experiment, possession, support, tackle, defence, opposition, patience, power, referee	<u>Vocabulary</u> Attack/Defend, heart rate, direction, chest pass, rules, power, bounce Pass, technique, mark/track/cover, feedback, teamwork, shoot	<u>Vocabulary</u> Court, target, backhand, rally, power, service, cooperative, competitive, follow through, respond, decision making, teamwork, doubles, feedback,

**PSHCE**

<b>Being me in my world</b>	<b>Celebrating difference</b>
Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures

**Year 5 Spring Term Overview**

Art and Design	Geography	Design and Technology
<p><b>How can installation art communicate an idea?</b></p>	<p><b>Where are the Alps?</b></p>	<p><b>What features do I need to make a motorised moving vehicle?</b></p>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Make an explosion drawing in the style of Cai Guo-Qiang, exploring the effect of different materials.</li> <li>• Try out ideas on a small scale to assess their effect.</li> <li>• Use everyday objects to form a sculpture.</li> <li>• Transform and manipulate ordinary objects into sculpture by wrapping, colouring, covering and joining them.</li> <li>• Try out ideas for making a sculpture interactive.</li> <li>• Plan an installation proposal, making choices about light, sound and display.</li> <li>• <u>Knowledge of artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology. How an artwork is interpreted will depend on the life experiences of the person looking at it. Artists create works that make us question our beliefs. Art can be interactive; the viewer becomes part of it, experiencing the artwork with more than one of the senses.</li> </ul> <p><u>Evaluating and analysing:</u> Sometimes people disagree about whether something can be called 'art'. Art doesn't always last for a long time; it can be temporary. People make art to express emotion. People make art to encourage others to question their ideas or beliefs. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or by sharing ideas online. Some artists become well-known or famous, and people tend to talk more about their work because it is familiar. Talking about plans for artwork, or evaluating finished</p>	<p><u>Knowledge</u></p> <p>How to use physical and political maps to identify a region in Europe.</p> <p>That Alps are a mountain range in Europe.</p> <p>That they are the youngest mountain range in Europe.</p> <p>The Alps are an Alpine region.</p> <p>The alps be found in France, Italy, Slovenia, Austria, Germany, Lichtenstein.</p> <p>How fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing.</p> <p>How homes are designed to suit their physical location.</p> <p>The importance of the tourist industry to Alpine communities and to understand that tourism brings advantages and disadvantages.</p> <p>The causes and effects of avalanches.</p>	<p><u>Knowledge</u></p> <p>I know a motorised vehicle needs to have a circuit and a pulley mechanism.</p> <p>I know a motorised vehicle must have:</p> <p>Motor Driving pulley Drive belt Driven pulley Wheels Axles Bearings</p> <p>I know circuits contain a motor, switch, battery and wires.</p>

<p>work, can help improve what artists create. Comparing artworks can help people understand them better.</p>		
<p><u>Vocabulary</u> analyse, art medium, atmosphere, concept, culture, display, elements, evaluate, experience, features, influence, installation art, interact, interactive, location, mixed media, performance art, props, revolution, scale, scaled down, special effects, stencil, three dimensional</p>	<p><u>Vocabulary</u> Legacy, Regeneration, County, British Isles, Region, sustainable.</p>	<p><u>Vocabulary</u> Prototype, motorised, circuit, design criteria, pulley, electric, Driving pulley, Drive belt, Driven pulley ,Wheels, Axles,Bearings, motor, switch, battery and wires.</p>
<p><b>RE</b></p>	<p><b>History</b></p>	<p><b>Spanish</b></p>
<p><b>If God is everywhere, why go to a place of worship?</b></p> <ul style="list-style-type: none"> <li>• <b>Christians</b></li> <li>• <b>Hindus</b></li> <li>• <b>Jewish people</b></li> </ul>	<p><b>How did the Anglo Saxons invade and settle?</b></p>	<p><b>Mi familia</b> My Family</p>
<p><u>Why go to place of worship?</u></p> <ul style="list-style-type: none"> <li>• To be able to say that Christians go to a church, Hindus go to a temple (Mandir) and Jews go to a Synagogue.</li> <li>• To be able to say what some similarities are (people attend for special celebrations as well as going regularly, they have decorative features, prayer books etc)</li> <li>• To compare the features of Anglican and Baptist churches: Anglican churches have 'Holy Communion' and a font whereas Baptist churches have a pool for baptisms. They both have rooms for children to learn and play and crosses (with no crucified Jesus)</li> <li>• To know that Hindu's place of worship is called the Mandir.</li> <li>• To be say that Puja is a worship ritual and be able to recall some of the items on a Puja tray (incense, bell, water and spoon, tilak pot, lamp, offerings).</li> </ul>	<p><u>Knowledge</u></p> <p><b>I know who the Anglo-Saxons were and why they settled in Britain.</b></p> <ul style="list-style-type: none"> <li>• The Anglo-Saxons were invited by the British King Vortigern to fight against the Scots and the Picts.</li> <li>• Once the first Anglo-Saxons arrived in Britain, they liked it and decided to stay.</li> <li>• The Anglo-Saxons invaded and settled in Britain migrating from Germany, Denmark and The Netherlands.</li> </ul> <p><b>I know how the Anglo Saxons have influenced place names in the present day.</b></p> <ul style="list-style-type: none"> <li>• The Anglo-Saxons used Saxon language to name places.</li> <li>• Some parts of Saxon language can still be found in the name of our towns.</li> <li>• Towns which have Anglo-Saxons place names indicates areas which the Anglo Saxons settled.</li> </ul>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• I can use the nouns and articles/determiners for several family members</li> <li>• I can progress from using indefinite article/determiner 'a/an' to the possessive adjective 'my' when describing a family member</li> <li>• I can answer the question 'Tienes hermanos?' (Do you have any siblings?)</li> <li>• I can introduce family members using 'se llama...' (he/she is called...)</li> <li>• I can recognise and recall numbers 31- 100</li> <li>• I can use my knowledge of larger numbers to be able to describe the age of family members.</li> </ul>

<ul style="list-style-type: none"> <li>To know that Passover is a Jewish celebration commemorating the Hebrew's liberation from slavery in Egypt.</li> <li>To know that the Seder dish traditionally holds 6 items that each represent a part of the Passover story.</li> </ul>	<p><b>I know what a typical Anglo-Saxon village was like and can explain what jobs the people did.</b></p> <ul style="list-style-type: none"> <li>Anglo-Saxon houses were built of wood and had thatched roofs made of straw.</li> <li>An Anglo-Saxon family home had one room, with a fire for cooking, heating and light.</li> <li>Anglo-Saxon children were considered to be adult from the age of 10 and expected to work.</li> <li>Anglo-Saxon women were responsible for cooking, weaving cloth and housekeeping.</li> <li>Anglo-Saxons men were expected to fight as part of the army, hunt, farm and make jewellery.</li> </ul> <p><b>I can understand how Anglo-Saxon Britain was ruled.</b></p> <ul style="list-style-type: none"> <li>Each Anglo-Saxon kingdom each had their own leader or war chief.</li> <li>Each Anglo-Saxon King ruled a kingdom and led a small army.</li> <li>The Anglo-Saxon Kings were from a ruling family and passed their power onto their children.</li> </ul>	
<p><u>Vocabulary</u> Worship, Christians, Hindus, artefacts, puja, Mandir, Judaism, Passover, Seder dish</p>	<p><u>Vocabulary</u> Anglo-Saxon, Witan, legacy, Wessex, Sussex, Northumbria, Kent, East Anglia, Essex, Mercia, Kingdom, settlement, invaders, agriculture, migrated.</p>	
<p><b>Music</b></p>	<p><b>Computing</b></p>	<p><b>Science</b></p>
<p><b>Blues</b></p>	<p><b>What makes an effective video?</b></p>	<p><b>Which shape parachute takes the longest to fall?</b></p>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To understand that a chord is the layering of several pitches played at the same time.</li> <li>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</li> </ul>	<p><u>Knowledge</u></p> <p>I know how to explain that video is a visual media format</p> <p>I know how to identify features of videos</p> <p>I know the features in different videos</p>	<p><u>Knowledge</u></p> <p>A force causes an object to start moving, stop moving, speed up, slow down or change direction.</p>

<ul style="list-style-type: none"> <li>- To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</li> <li>- To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</li> <li>- To understand that a chord is the layering of several pitches played at the same time.</li> <li>-</li> </ul>	<p>I know how to identify and find features on a digital video recording device</p> <p>I know how to experiment with different camera angles</p> <p>I know how to make use of a microphone</p> <p>I know how to suggest filming techniques for a given purpose</p> <p>I know how to capture video using a range of filming techniques</p> <p>I know how effective my video is</p> <p>I know how to outline the scenes of my video</p> <p>I know how to decide which filming techniques I will use</p> <p>I know how to create and save video content</p> <p>I know how to store, retrieve, and export my recording to a computer</p> <p>I know how to improve a video by reshooting and editing</p> <p>I know how to select the correct tools to make edits to my video</p> <p>I know how to make edits to my video and improve the final outcome</p> <p>I know that my choices when making a video will impact the quality of the final outcome</p> <p>I know how to evaluate my video and share my opinions</p>	<p>Gravity is a force that acts at distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall.</p> <p>Air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water, or the air and water may be moving over a stationary object.</p> <p>A mechanism is a device that allows a small force to be increase to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance e.g. a crowbar or bottle top remover.</p> <p>Pulleys, levers and gears are all mechanisms, also known as simple machines.</p>
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<p><u>Vocabulary</u> 12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation</p>	<p><u>Vocabulary</u> Video, audio, camera, talking head, panning, close up mid-range, long shot, moving subject, side by side, high angle, low angle, normal angle, Static camera, zoom, pan, tilt, storyboard, filming, review, Delete, trim, reorder, export, evaluate, share</p>	<p><u>Vocabulary</u> force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</p>
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<p><b>South and West Africa</b></p>		
<p><u>Knowledge</u></p>		

<p>-To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <ul style="list-style-type: none"> <li>- To know that ‘The Click Song’ is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</li> <li>- To understand that major chords create a bright, happy sound.</li> <li>- To know that poly-rhythms means many rhythms played at once.</li> </ul>		
<p><u>Vocabulary</u>  a capella, break, call and response, chords, chord progression, diction, djembe, duo, dynamics, eight-beat break, ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals</p>		

<b>Physical Education</b>	<b>Physical Education</b>	<b>Physical Education</b>	<b>Physical Education</b>
<b>Dance</b>	<b>Tag Rugby</b>	<b>Volleyball</b>	<b>Golf</b>
<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> <li>• Identify which aspects were performed consistently, accurately, fluently, and clearly and be able to provide feedback.</li> <li>• Work effectively as part of a team.</li> <li>• Explain how their bodies reacts and feels when taking part in different activities and undertaking different roles.</li> </ul>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> <li>• Begin to understand the importance of lines in tag rugby – both for attack and defence.</li> <li>• Use simple tactics in games to achieve success as a team.</li> <li>• Understand the defensive duties in tag rugby and the process of tagging.</li> </ul>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> <li>• Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</li> <li>• Understand how the muscles work e.g. work by getting shorter, relax by getting longer.</li> <li>• Develop an understanding of how to improve in different physical activities and sports. Recognise part of a performance that could be improved and explain how.</li> </ul>	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> <li>• Understand the technique to be able to chip at different heights.</li> </ul>

		<ul style="list-style-type: none"> <li>• Learn how to evaluate and recognise their own success.</li> </ul>	
<u>Procedural Knowledge</u> <ul style="list-style-type: none"> <li>• Continue to develop a broader range of skills and movement patterns, exploring and practicing movement ideas inspired by a stimulus.</li> <li>• Use basic compositional principles when creating dances – combining movements fluently and effectively.</li> <li>• Perform a range of movements accurately with a sense of rhythm.</li> <li>• Create and structure dance motifs, phrases, and sections of dances, developing expressive qualities.</li> </ul>	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> <li>• Increase accuracy and control when passing and catching whilst moving at speed.</li> <li>• Participate in competitive games, following the rules and playing fair.</li> <li>• Continue to improve different ways to pass – fast, slow, high, low.</li> </ul>	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> <li>• Adopt a good ready position on court and show good awareness of others in game situations.</li> <li>• Direct the ball towards the opponent's court or target area.</li> <li>• Apply basic principles suitable for attacking and defending. Identify spaces and understand the tactic of hitting into gaps.</li> </ul>	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> <li>• Apply both the putting and chipping techniques to competitive games. (<i>golf</i>)</li> <li>• Show control and control to make accurate shots.</li> <li>• Begin to develop the driving technique.</li> <li>• Increase accuracy and distance when practicing the driving technique and participate in driving games.</li> </ul>
<u>Vocabulary</u> Emotions, expressions, rehearse, unison, canon, choreography, fluency, tutting, routine, together, question and answer	<u>Vocabulary</u> Ready position, tag, stance, speed, attack / defend, agility, mark, dodge	<u>Vocabulary</u> Ball Flight, ready Position, spike, court, heart rate, evaluate, successful, flexibility, power, serve, recover, direction, position, wide, defend	<u>Vocabulary</u> chipping putting target speed accuracy co-ordination technique

**PSHCE**

**Dreams and Goals**

Future dreams  
The importance of money  
Jobs and careers  
Dream job and how to get there  
Goals in different cultures  
Supporting others (charity)  
Motivation

**Healthy Me**

Smoking, including vaping  
Alcohol  
Alcohol and anti-social behaviour  
Emergency aid  
Body image  
Relationships with food  
Healthy choices  
Motivation and behaviour

## Year 5 Summer Term Overview

Art and Design	Geography	Design and Technology
<b>What is Retrofuturism?</b>	<b>Where do all our things come from?</b>	<b>What type of stitching is suitable for a phone case?</b>
<p><u>Pupils know...</u></p> <ul style="list-style-type: none"> <li>• What print effects different materials make.</li> </ul> <p><u>Know how to...</u></p> <ul style="list-style-type: none"> <li>• Analyse an image that considers impact, audience and purpose.</li> <li>• Draw the same image in different ways with different materials and techniques.</li> <li>• Make a collagraph plate.</li> <li>• Make a collagraph print.</li> <li>• Develop drawn ideas for a print.</li> <li>• Combine techniques to create a final composition.</li> <li>• Decide what materials and tools to use based on experience and knowledge.</li> <li>• <u>Knowledge of artists:</u> Artists are influenced by what is going on around them; for example, culture, politics and technology. Artists ‘borrow’ ideas and imagery from other times and cultures to create new artworks. Artists can choose their medium to create a particular effect on the viewer. Artists can combine materials; for example, digital imagery, with paint or print.</li> </ul> <p><u>Evaluating and analysing:</u> People make art to fit in with popular ideas or fashions. People can explore and discuss art in different ways, for example, by visiting galleries, discussing it, writing about it, using it as inspiration for their own work or sharing ideas online. Talking about plans for artwork, or evaluating finished work, can help improve what artists create.</p>	<p><u>Knowledge</u></p> <p>That our food and clothes can come from all over the world.</p> <p>That each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl.</p> <p>That clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed.</p> <p>Which locally made and grown products are available in our area, and to investigate locally imported products available in our area.</p> <p>The perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others.</p> <p>The journey of a product to your home.</p>	<p><u>Knowledge</u></p> <p>I know the purpose of a phone case is to protect a phone and to make it aesthetically pleasing.</p> <p>I know a phone case must be durable</p> <p>A seam is when two pieces of fabric are joined together and then folded apart.</p> <p>I know that a back stitch makes a join stronger.</p> <p>I know a blanket stitch is a decorative stitching.</p>
<p><u>Vocabulary</u></p> <p>cold war, collagraph, collagraphy, composition, culture, decision, develop, evaluate, futuristic, imagery, printing plate, printmaking, process,</p>	<p><u>Vocabulary</u></p> <p>Continents, Regions, Import, Export, Trade, Raw Materials, Man-made, Native, Season, Biome, Climate, Consumer, Distributor, Producer, Manufacturer.</p>	<p><u>Vocabulary</u></p> <p>Needle, thread, seam, blanket stitch, back stitch, durable,</p>

propaganda, purpose, repetition, Retrofuturism, revisit, space race, stimulus, technique

**RE**

**What does it mean to be a Muslim in Britain today?**

- Muslims

Knowledge

What are the five pillars of Islam?

- To know the first pillar of Islam is Shahadah - there is not god but Allah and Muhammed is the messenger of God.
- To know the second pillar of Islam is Salah - which is the ritual of prayer.
- To be able to say that the third pillar is Zakat – which means giving a proportion of their salary to charity.
- To know the fourth pillar means Sawm/fasting and that this happens during the month of Ramadan.
- To understand the fifth pillar is Hajj which means going on a pilgrimage to Mecca.

Children may then use their knowledge of the five pillars to discuss how these impact a Muslim's daily life e.g. they may pray 5 times a day. They fast during Ramadan etc.

**History**

**What did the Manchester Suffragettes do to shock Britain?**

Knowledge

**I know who the Suffragettes were.**

- The suffragettes were a group of women who fought for equal voting rights.
- Emmeline Pankhurst started the suffragette movement.

**I know what impact the Suffragettes had on Britain.**

- The suffragette movement was the beginning of women having a parliamentary vote.

**I know why Manchester became the starting place for the Suffragette.**

- Emmeline Pankhurst was raised in Manchester.
- Emmeline Pankhurst and her family lived at number 62 Nelson Street and the first meeting of the movement that became known as the suffragettes took place in the parlour of this house.
- Emmeline Pankhurst statue unveiled in St Peter's Square, Manchester to mark 100 years since women received the right to vote.

**I know the role of propaganda in the Suffragette movement**

- Propaganda is biased political information.
- To be able to identify pro and anti-suffragette propaganda and the impact these had.
- To understand the reliability of sources.

**Spanish**

**¿Qué tiempo hace?**

What Is the Weather?

Knowledge

- I can use new vocabulary to describe the weather
- I can recognise and recall the weather expressions
- I can improve my listening decoding skills
- I can read a weather map and describe weather in different parts of the country
- I can use all my new knowledge to present a weather forecast

	<p><b>I know what impact the Manchester Suffragette movement had on Britain.</b></p> <ul style="list-style-type: none"> <li>• The first female of parliament was elected in 1919.</li> <li>• The suffragette movement gained rights for women over 30 to vote.</li> </ul> <p>The suffragette movement was the start of changes in society for equal voting rights for women.</p>	
<p><u>Vocabulary</u> Pillars, Shahadah, Salah, Zakat, Sawm, Hajj, Mecca, pilgrimage, fast</p>	<p><u>Vocabulary</u> Activist, Women's rights, Suffragette, Suffragist, militant, arson, Movement, Protest</p>	
<b>Music</b>	<b>Computing</b>	<b>Science</b>
<b>Compositions for the Festival of Colour (Holi Festival)</b>	<b>How do we control devices?</b>	<b>Why do people get grey/white hair when they get older?</b>
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>- To know that a vocal composition is a piece of music created only using voices.</li> <li>- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</li> <li>- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</li> <li>- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</li> </ul>	<p><u>Knowledge</u></p> <p>I know how to follow a sequence of written instructions in a flowchart.</p> <p>I know how to draw a flowchart using the correct symbols.</p> <p>I know how to connect symbols in a sequence.</p> <p>I know how to insert symbols in sequence to create a working flowchart.</p> <p>I know how to insert new symbols to modify a flowchart.</p> <p>I know how to edit symbols to modify the effect.</p> <p>I know the conventional sequence for a set of traffic lights.</p> <p>I know how to create a flowchart to program one set of traffic lights.</p> <p>I know how to edit a flowchart to control two sets of traffic lights at the same time.</p> <p>I know how to connect a decision symbol in a flowchart.</p> <p>I know how to include the use of an input.</p>	<p><u>Knowledge</u></p> <p>When babies are young, they grow rapidly. They are very dependent on their parents.</p> <p>As they develop, they learn many skills.</p> <p>At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adults to reproduce.</p>

	<p>I know different outputs based on the status of an input.</p> <p>I know how to create a subroutine separate to a main flowchart program.</p> <p>I know how to call a subroutine from the main flowchart program.</p> <p>I know how to call multiple subroutines within a program.</p> <p>I know how to decompose a problem into smaller parts.</p> <p>I know how to use repetition to check multiple inputs.</p> <p>I know how to detect errors in a flowchart and correct them.</p>	
<p><u>Vocabulary</u>  dynamics, graphic score, inspiration, layering, mood, pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds</p>	<p><u>Vocabulary</u>  Flowol, flowchart, algorithm, control, output, mimic, simulation, insert, symbol, start, stop, delay, process, decision, input, loop, subroutine</p>	<p><u>Vocabulary</u>  puberty, adolescence, hormones, genitals, adulthood, reproduce, gestation</p>
	<p><b>How do we organise data?</b></p>	<p><b>Can you identify all the stages in the human life cycle?</b></p>
	<p><u>Knowledge</u>  I know how to create a database using cards.  I know how to explain how information can be recorded.  I know how to order, sort, and group my data cards.  I know how to explain what a field and a record is in a database.</p> <p>I know how to navigate a flat-file database to compare different views of information.</p> <p>I know how to choose which field to sort data by to answer a given question.</p> <p>I know that data can be grouped using chosen values.</p>	<p><u>Knowledge</u>  As part of their life cycle, plants and animals reproduce.  Insects can go through complete for incomplete metamorphosis.  Birds have a hatchling, nestling and fledgling stage</p> <p>Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg.</p> <p>Animals, including humans, have offspring which grow into adults.</p>

	<p>I know how to group information using a database.</p> <p>I know how to combine grouping and sorting to answer specific questions.</p> <p>I know which field and value are required to answer a given question.</p> <p>I know how 'AND' and 'OR' can be used to refine data selection.</p> <p>I know how to choose multiple criteria to answer a given question.</p> <p>I know how to select an appropriate chart to visually compare data.</p> <p>I know how to refine a chart by selecting a particular filter.</p> <p>I know the benefits of using a computer to create charts.</p> <p>I know which questions that will need more than one field to answer.</p> <p>I know how to refine a search in a real-world context.</p> <p>I know how to present my findings to a group.</p>	<p>In other animals such as chickens or snakes, there may be eggs laid that hatch to young then grow to be adults.</p> <p>Plants reproduce sexually and asexually.</p> <p>Gardeners may force plants to reproduce asexually by taking cuttings.</p> <p>Sexual reproduction occurs through pollination, usually involving wind or insects.</p>
	<p><u>Vocabulary</u> Database, record, field, graph, chart, axis, compare, filter, value, search, criteria, chart, presentation</p>	<p><u>Vocabulary</u> life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, nymph, hatchling, clone, tubers, nestling, fledgling, asexual, plantlets, runner, bulbs, cutting, cutting, pistil, stamen, petal, sepal</p>

<b>Physical Education</b>	<b>Physical Education</b>	<b>Physical Education</b>	
Cricket	Athletics	Rounders	
<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	<u>Declarative Knowledge</u>	

<ul style="list-style-type: none"> <li>• Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).</li> <li>• Watch and evaluate the success of games and good performance.</li> <li>• Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.</li> <li>• Create short warm up routines that follow basic principles e.g. raising body temperature, mobilise joints and muscles.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the appropriate speed to run at for the distance to be covered.</li> <li>• Create short warm up routines that follow basic principle e.g. raise body temperature, mobilise joints and muscles.</li> <li>• Understand how physical activity can contribute to a healthy lifestyle and the importance of being physically fit.</li> <li>• Explain how their body reacts and feels when taking part</li> </ul>	<ul style="list-style-type: none"> <li>• Choose skills and tactics to meet the needs of the situation. (i.e. to outwit opponents when fielding).</li> <li>• Watch and evaluate the success of games and good performance and explain why a performance is good.</li> <li>• Understand how physical activity can contribute to a healthy lifestyle and explain how your body reacts and feels when taking part in physical activity.</li> </ul>	
<p><u>Procedural Knowledge</u> Develop control and technique whilst performing skills at speed and showing good awareness of others in game situations.</p> <ul style="list-style-type: none"> <li>• Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.</li> <li>• Work as part of a team, adapting games and activities making sure everyone has a role to play.</li> <li>• Show good awareness of others in game situations.</li> <li>• Adapt games and activities making sure everyone has a role to play.</li> </ul>	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> <li>• Run, jump, catch, and throw in isolation and combination.</li> <li>• Combine and perform skills with control.</li> <li>• Communicate, collaborate, and compete with others.</li> <li>• Working effectively as part of a team.</li> <li>• Demonstrate a range of throwing actions e.g. push, pull, sling, using different equipment.</li> </ul>	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> <li>• Develop control and technique whilst performing skills at speed.</li> <li>• Hit the ball with purpose, varying speed height and direction, as well as thinking of tactics needed to score more runs.</li> <li>• Show good awareness of others in game situations.</li> <li>• Work as part of a team, communicating with others and adapting games and activities making sure everyone has a role to play.</li> <li>• Begin to bowl at different speeds</li> </ul>	
<p><u>Vocabulary</u> Wickets, wicket Keeper, positions, outfield, skill, crease, technique, awareness, forward, defence, tactics, fast Bowl</p>	<p><u>Vocabulary</u> pace timing coordination technique movement measurements</p>	<p><u>Vocabulary</u> Stumped, tournament, tactics, stance, infield, outfield, run, evaluate, feedback, technique, gap, tactics</p>	

**PSHCE**

**Relationships**

Self-recognition and self-worth  
Building self-esteem  
Safer online communities  
Rights and responsibilities online  
Online gaming and gambling  
Reducing screen time  
Dangers of online grooming  
SMARRT internet safety rules

**Changing me**

Self- and body image  
Influence of online and media on  
body image  
Puberty for girls  
Puberty for boys  
Conception (including IVF)  
Growing responsibility  
Coping with change  
Preparing for transition