



**Year 5 Long Term Planning Overview**

| Term                       | Autumn Term 1   | Autumn Term 2   | Spring Term 1   | Spring Term 2  | Summer Term 1  | Summer Term 2   |
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| Big Question               | What happened to Britain after the Romans left?   | Did the Vikings deserve their vicious reputation?   | How does Space and the Solar System impact on our modern world?   | How have natural disasters shaped our world?   | What was the significance of the Early Islamic Civilisation?   | What is abstract art?   |
| Focus Text                 | Kensuke's Kingdom – Michael Morpurgo  |   | Street Child – Berlie Doherty   |  | Who Let The Gods Out – Maz Evans   |   |
| Supporting Texts           | Flotsam – David Wiesner   |   | Oliver Twist (Extracts)<br>Street Urchin (SharePoint)   |  | The Orchard Book of Greek Myths – Geraldine McCaughrean<br>Greek Myths – Marcia Williams   |   |
|                            | <b>Non-Fiction</b><br>Nagasaki – War in Japan<br>The Atomic Bomb<br>Basking Shark<br>Jelly Fish Facts (SharePoint)  | <b>Poetry</b><br>The Inchcape Rock – Robert Southey<br>Sea Fever – John Masefield<br>The Sea – Brian Procter<br>The Rime of the Ancient Mariner   | <b>Non-Fiction</b><br>Dr Barnardo – Biography<br>The Victorians – Lives of the Rich and Poor<br>Workhouses<br>The Victorian Era<br>Escaping the Workhouse<br>Queen Victoria (SharePoint)  | <b>Poetry</b><br>The Highwayman – Alfred Noyes<br>What Has Happened to Lulu? – Charles Causley<br>Oliver! (Lyrics)   | <b>Non-Fiction</b><br>Greek Gods<br>The Ancient Greeks (SharePoint)  | <b>Poetry</b><br>The Lady of Shalott – Alfred Lord Tennyson   |
| Immersive Environment      | Viking Settlement   |   | Space Environment / Rocketship  |  | Mayan Settlement (Link to Focus Text)  |   |
| <b>CORE SUBJECTS</b>       |   |   |   |  |  |   |
| English (Talk 4 Writing)   | <b>Fiction</b><br><i>Text:</i> The Nightmare Man<br><i>Story Pattern:</i> Wishing Tale<br><i>Focus:</i> Suspense<br><b>Poetry Week</b><br><i>Theme:</i> Refuge  | <b>Fiction</b><br><i>Text:</i> The Amulet<br><i>Story Pattern:</i> Portal Story<br><i>Focus:</i> Character & Dialogue<br><b>Non-Fiction</b><br><i>Text:</i> Why did Boudica Revolt?<br><i>Text Type:</i> Explanation  | <b>Non-Fiction</b><br><i>Text:</i> How to Prepare for an Alien Invasion<br><i>Text Type:</i> Instructions<br><b>Invention Week</b><br><i>Text:</i> Chinese New Year: Visit China<br><i>Text Type:</i> Persuasion  | <b>Fiction</b><br><i>Text:</i> A Close Encounter<br><i>Story Pattern:</i> Suspense<br><i>Focus:</i> Action<br><b>Shakespeare Week</b><br><i>Text:</i> Was Prospero a Good Man?<br><i>Text Type:</i> Discussion   | <b>Fiction</b><br><i>Text:</i> Beowulf<br><i>Story Pattern:</i> Overcoming the Monster<br><i>Focus:</i> Description<br><b>Non-Fiction</b><br><i>Text:</i> Grendel the Night-Beast<br><i>Text Type:</i> Information   | <b>Fiction</b><br><i>Text:</i> Heartless<br>Henry's Hunt for Love<br><i>Story Pattern:</i> Character Flaw<br><i>Focus:</i> Openings & Endings<br><b>Invention Week</b><br><i>Text:</i> Paris 2024 Olympics: Diary of an Olympian<br><i>Text Type:</i> Recount |
| Maths                      | <b>Number:</b> Place Value<br><b>Number:</b> Addition & Subtraction<br><b>Number:</b> Multiplication and Division<br><b>Number:</b> Fractions   |   | <b>Number:</b> Multiplication and Division<br><b>Number:</b> Fractions<br><b>Number:</b> Decimals and Percentages<br><b>Measurement:</b> Perimeter and Area<br><b>Statistics</b>  |  | <b>Geometry:</b> Shape<br><b>Geometry:</b> Position and Direction<br><b>Number:</b> Decimals<br><b>Number:</b> Negative Numbers<br><b>Measurement:</b> Converting Units<br><b>Measurement:</b> Volume  |   |
| <b>FOUNDATION SUBJECTS</b> |   |   |   |  |  |   |
| Science                    | <b><u>Living Things and their Habitats:</u></b><br><br><b>Key Questions:</b><br>How are animal life cycles different?<br>How are eggs in different animals fertilised?<br>How do plants reproduce?<br><br><b>Key Vocabulary:</b><br>Asexual<br>Reproduction,<br>Embryo, Fertilize,<br>Larva,<br>Metamorphosis,<br>Sexual Reproduction | <b><u>Animals including Humans:</u></b><br><br><b>Key Questions:</b><br>How do humans change as they develop into old age?<br>What is puberty?<br>How are the gestation periods of mammals different?<br><br><b>Key Vocabulary:</b><br>Adolescent,<br>Dependent, Foetus,<br>Gestation,<br>Independent,<br>Puberty, Stages of Development,<br>Ultrasound | <b><u>Earth and Space:</u></b><br><br><b>Key Questions:</b><br>Is the Earth Flat?<br>What is our solar system like?<br>How does the Earth's movement affect us?<br>What is the moon like and how does it travel around the Earth?<br>What is 'A Giant Leap for Mankind'?<br>Did humans really land on the moon?<br>How important is space exploration?<br>How does space and the solar system impact on our modern world? | <b><u>Forces:</u></b><br><br><b>Key Questions:</b><br>How can forces affect objects?<br>What would happen without gravity?<br>How do surfaces affect friction?<br>How does air resistance affect movement?<br>Why are some swimming techniques faster than others?<br>Feel the Force: What would life be like without them?<br><br><b>Key Vocabulary:</b><br>Acceleration, Air Resistance, Direction, Force, Friction, | <b><u>Properties and Changes of Materials (1):</u></b><br><br><b>Key Questions:</b><br>How can we compare materials?<br><br><b><u>Properties and Changes of Materials (2)</u></b><br><br><b>Key Questions:</b><br>What are reversible and irreversible changes?<br>What is dissolving?<br>How do we separate mixtures?<br><br><b>Key Vocabulary:</b><br>Electrical Conductor, Electrical Insulator, Evaporation, Dissolve, Filtration, Insoluble, Reversible, Sieving, Soluble, Thermal Conductor, Thermal Insulator<br><br><b>Scientists and Inventors Link:</b><br>Antoine Laurent Lavoisier |   |



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|           | <p><b>Scientists and Inventors Link:</b><br/>Theophrastus</p>  | <p><b>Scientists and Inventors Link:</b><br/>Ian Donald</p> | <p><b>Key Vocabulary:</b><br/>Axis, Crater, Crescent, Eclipse, Galaxy, Gibbous, Orbit, Phases, Rotate, Solar System, Waning, Waxing</p> <p><b>Book Link:</b><br/>Where Once We Stood</p> <p><b>Scientists and Inventors Link:</b><br/>Neil Armstrong<br/>Mae Jemison<br/>Tim Peake</p>   | <p>Fulcrum, Gravity, Mass, Motion, Newtons, Speed, Water Resistance</p> <p><b>Scientists and Inventors Link:</b><br/>Archimedes<br/>Sir Isaac Newton</p>   |  |
| History   | <p><b>Anglo-Saxon, Viking, and Scots: Settlement in Britain</b><br/> <i>The effects of Anglo-Saxon, Viking, and Scots settlement in Britain</i></p> <p><b>Enquiry Questions:</b><br/> <i>Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain?</i><br/>                 Where did the Angles, Saxons, Jutes, Frisians come from? Where else did they go? Where did they settle?<br/>                 Why did they come to Britain and move way from where they were born?<br/>                 What kind of people were they?<br/>                 What challenges did they face in establishing settlement?</p> <p><b>How well did the Anglo-Saxons and Vikings get on with each other?</b><br/>                 How much fear did the Viking raids cause? With so much rivalry between Saxons and Vikings – who was more successful?</p> <p><b>What was life really like in Anglo-Saxon and Viking Britain?</b><br/>                 Was there much difference in the lives led by the Saxons and Vikings?<br/>                 How important was religion to the Saxons and Vikings?</p> |   |  | <p><b>Early Islamic Civilisation, including Baghdad (AD 900)</b></p> <p><b>NC Links:</b><br/> <i>The study of a non-European society that provides contrasts with British history</i></p> <p><b>Enquiry Questions:</b><br/>                 How different was Baghdad to London around 900AD?<br/>                 What was in the House of Wisdom?<br/>                 Who was Ibn Battuta and how did his Rihla help us?<br/>                 Who was Al-Zahrawi and what could we learn from Muslim medicine?<br/>                 What did early Islamic civilisation leave behind?</p> |  |
| Geography | <p>How much rivalry was there between Saxons and Vikings?<br/>                 What was it like around this area in Saxon and Viking times?</p> <p><b>What did the Anglo-Saxons and Vikings leave behind?</b><br/>                 How far can we trust surviving evidence about the Saxons and Vikings?<br/>                 What did the Saxons and Vikings contribute to life at sea?<br/>                 How much from Saxon and Viking times do we use today?</p>  |   | <p><b>Time and Place:</b><br/> <i>Global Geography – Location and Place</i></p> <p><b>Key Questions:</b><br/>                 What are capital cities?<br/>                 What information does a map tell us?<br/>                 Why are there different time zones?<br/>                 What do the grids on a map tell us about a location?</p> <p><b>Key Vocabulary:</b><br/>                 Latitude, Longitude, Prime Meridian, 6-Figure Grid Reference, Satellite Image, Scale,</p> | <p><b>Volcanoes, Earthquakes and Natural Disasters (European Country):</b><br/> <i>Global Geography – Location and Place, Human-Environment Interaction</i></p> <p><b>Key Questions:</b><br/>                 What are mountains?<br/>                 What are earthquakes and why do they happen?<br/>                 What are volcanoes?<br/>                 What effect did the eruption of Mount Vesuvius have on Pompeii?<br/>                 How have natural disasters shaped our world?</p>  |  |



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|              |  |  | Thematic Map,<br>Topographic Map   | <b>Key Vocabulary:</b><br>Crust, Debris,<br>Earthquake,<br>Epicentre, Mountain,<br>Natural Disaster,<br>Summit, Tectonic<br>Plates, Magnitude,<br>Richter Scale  |   |   |
|              |  |  |  | <b>Book Link:</b><br>Escape from Pompeii   |   |   |
| RE           | <p><b>Inspirational People in Today's World</b><br/><i>What can we learn from great leaders and inspiring examples in today's world?</i><br/>Learn and gather information about the following inspirational figures: Dr Martin Luther King, William Booth of Sneinton, Ghandi, Dr Hany El Banna and David Attenborough.</p> <p>Discuss how each of them have inspired others and what they have achieved.</p> <p><b>(Christianity, Hinduism, Muslim, Non-Religion [agnostic])</b><br/><i>Visit William Booth Birthplace Museum</i></p> <p><b>Key Concepts and Words:</b><br/>Religion, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community, commitment, values</p> | <p><b>Beliefs and Questions</b><br/><i>How do people's beliefs about God, the world and others have impact on their lives?</i><br/>Learn about different ideas and forms of expression in relation to belief about God in Muslim and Hindu life.</p> <p>Reflect on children's own responses to Hindu and Muslim texts and expression in creative arts and architecture.</p> <p><b>(Islam, Hinduism, Non-religious worldviews)</b><br/><i>Learn a dance to celebrate Diwali</i><br/><i>Celebrate Christingle</i></p> <p><b>Key Concepts and Words:</b><br/>5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct), murtis, Brahman, gods and goddesses, ahimsa, atheist, agnostic</p> | <p><b>Religion and the Individual</b><br/><i>What is expected of a person in following a religion or belief?</i><br/>Learn about the deeper meanings of Christmas, Easter, Pentecost and Eucharist.</p> <p>Learn about the ways Christians use some examples of Bible texts to guide them in facing life's challenges.</p> <p>Learn about the role of the Christian community in helping people to live a good life.</p> <p>Reflect on Christians' uses of Trinity and forgiveness.</p> <p><b>(Christianity)</b></p> <p><b>Key Concepts and Words:</b><br/>Religion, Christian, spiritual, festival, incarnation, resurrection, Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit, community, commitment</p> | <p><b>Easter</b><br/><i>How significant is it for Christians to believe God intended Jesus to die?</i><br/>Learn about the death of Christ on the cross through reading Mark: 15- Jesus Sentenced to death, The Soldiers Mock Jesus, Jesus is Crucified, The Death of Jesus, and The Burial of Jesus.</p> <p>Ask questions on the death of Jesus on the cross and learn about why it is important to Christians through simple research.</p> <p>Learn about the values and characteristics Jesus expressed by sacrificing himself on the cross and discuss what we can learn from Jesus.</p> <p><b>(Christianity)</b></p> <p>Jesus Christ, crucifix, crucified, burial, cross, holy, Christians, sacrifice</p> | <p><b>Beliefs in Action in the World</b><br/><i>How are religious and spiritual thoughts and beliefs expressed in architecture, charity and generosity?</i><br/>Learn about examples of great architecture from across the world and a local example: Southwell Minster, Dohany Street Synagogue, Masjid al-Haram and Cathedrale Notre-Dame de Paris.</p> <p>Learn about Salvation Army and World Jewish Relief, and how the beliefs of Christianity and Judaism are instilled in these charities.</p> <p>Learn how global problems have been met with the 'love your neighbour as you love yourself' outlook from a range of religions and worldviews.</p> <p><b>(Muslims, Christianity, Judaism)</b></p> <p><b>Key Concepts and Words:</b><br/>Spiritual, beliefs, architecture, Christian, Jewish, charity, global, worldviews</p> | <p><b>Prayer and Worship</b><br/><i>How do Sikhs show their commitment to God?</i><br/>Learn about the main beliefs of Sikhs and that the ten gurus are the link between God and humans.</p> <p>Learn about the Gurdwara and gather research about Sri Harmandir Sahib, Hemkund Sahib and Gurdwara Sri Guru Singh Sabha; comparing the three Gurdwaras.</p> <p>Learn about the key parts inside and outside a Gurdwara and discuss how each of them is important to Sikhs.</p> <p>Learn the importance of the Guru Granth Sahib and learn to recite morning, evening and night-time nitems.</p> <p><b>(Sikhism)</b></p> <p><b>Key Concepts and Words:</b><br/>Guru, Sikhism, Sikh, Gurdwara, recite</p> |
| Art & Design |  | <p><b>Artist Focus:</b> Naum Gabo</p> <p><b>Printing:</b><br/>Who was Naum Gabo and what inspired his prints?</p>  |  |  | <p><b>Artist Focus:</b> Sir Charles Barry</p> <p><b>Drawing:</b><br/>What architectural features make a building</p>  | <p><b>Artist Focus:</b> Banksy / Jean-Michel Basquiat</p> <p><b>Painting:</b></p>   |



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|           |  | <p>How can we alter line, tone, and texture in a monoprint?<br/>How can we alter line, tone, and texture in a mono-block print?<br/>How can different artists influence our mono-block printing?</p> <p><b>Key Vocabulary:</b><br/>Mono Block Printing, Monoprint, Polyblock, Pressure, Score</p> |  |   | <p>Elizabethan or Gothic style?<br/>How do different ink mediums alter line and tone?<br/>How can we draw with proportion?<br/>How do architects draw accurately?</p> <p><b>Key Vocabulary:</b><br/>Architect, Cross-Sectional Drawing, Elizabethan, Gothic, Parallel, Perpendicular, Proportion, Parallel Lines, Perpendicular Lines, Set Square</p> | <p>Why is graffiti sometimes viewed as art?<br/>What are complimentary and triadic colours and what effect is created by using them?<br/>How can we alter tone and line using acrylic paint?<br/>How can different painting techniques be used to create texture?</p> <p><b>Key Vocabulary:</b><br/>Abstract Art, Acrylic, Atmosphere, Contrasting Colour, Flat Brush, Graffiti, Layering, Pointed Brush, Round Brush, Texture</p> |
| DT        |  |   | <p><b>Mechanical Components – Gears and Pulleys:</b></p> <p><b>Key Questions:</b><br/>How do pulleys lift a load?<br/>What are gear trains and how do they create movement?<br/>Why is research and gathering of information important in the design process?<br/>Why are prototypes and exploded diagrams important in a design process?<br/>How can mechanical components be used to create movement in a product?</p> <p><b>Key Vocabulary:</b><br/>Coaxial Gears, Compound Pulley, Direction, Exploded Diagram, Fixed Pulley, Gear, Mechanism, Moveable Pulley, Prototype, Ratio, Speed, Teeth, Turning Force</p> <p><b>Significant Individuals:</b><br/>James Dyson</p> |   |   |  |
| Music     | <p><b>Music Lessons:</b><br/>Listen critically to a song and state likes and dislikes.<br/>Read different forms of music.<br/>Play a part of a song with a bigger group.<br/>Be able to explain what dynamics are.<br/>Compose a song using Garageband to include verses and a chorus.<br/>Create chord progression.<br/>Add multiple instruments to a song.<br/>Arrange a song to include dynamics, structure and contrast.</p> |   | <p><b>Music Lessons:</b><br/>Read tablature for different instruments.<br/>Play two different riffs following tablature.<br/>Change between riffs to play a medley.<br/>Play a variety of Samba instruments.<br/>Learn traditional Samba rhythms and fills.<br/>Play and maintain a part in a Samba band.</p>  |   | <p><b>Music Lessons:</b><br/>Write lyrics for a verse and chorus around a given theme.<br/>Choose a chord progression to fit a song.<br/>Compose a melody.</p>  |  |
| Computing | <p><b>Computer Systems and Networks</b><br/><i>Systems and Searching</i><br/>Explain that computers can be connected together to form systems.<br/>Recognise the role of computer systems in our lives.</p>  | <p><b>Creating Media</b><br/><i>Video Production</i><br/>Explain what makes a video effective.<br/>Use a digital device to record video.<br/>Capture video using a range of techniques.<br/>Create a storyboard.</p>  | <p><b>Programming</b><br/><i>Selection in Physical Computing</i><br/>Control a simple circuit connected to a computer.<br/>Write a program that includes count-controlled loops.</p>   | <p><b>Data and Information</b><br/><i>Flat-File Databases</i><br/>Use a form to record information.<br/>Compare paper and computer-based databases.<br/>Outline how you can answer questions by</p> | <p><b>Creating Media</b><br/><i>Vector Drawing</i><br/>Identify that drawing tools can be used to produce different outcomes.<br/>Create a vector drawing by combining shapes.</p>  | <p><b>Programming</b><br/><i>Selection in Quizzes</i><br/>Explain how selection is used in computer programs.<br/>Relate that a conditional statement connects a condition to an outcome.</p>  |



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|        | <p>Identify how to use a search engine.<br/>Describe how search engines select results.<br/>Explain how search results are ranked.<br/>Recognise why the order of results is important, and to whom.</p>   | <p>Identify that video can be improved through reshooting and editing.<br/>Consider the impact of the choices made when making and sharing a video.</p>  | <p>Explain that a loop can stop when a condition is met.<br/>Explain that a loop can be used to repeatedly check whether a condition has been met.<br/>Design a physical project that include selection.<br/>Create a program that controls a physical computing project.</p>  | <p>grouping and then sorting data.<br/>Explain that tools can be used to select specific data.<br/>Explain that computer programs can be used to compare data visually.<br/>Use a real-world database to answer questions.</p>  | <p>Use tools to achieve a desired effect.<br/>Recognise that vector drawings consist of layers.<br/>Group objects to make them easier to work with.<br/>Apply knowledge about vector drawings.</p>   | <p>Explain how selection directs the flow of a program.<br/>Design a program that uses selection.<br/>Create a program that uses selection.<br/>Evaluate a program.</p>   |
| French | <p><b>Teaching Unit:</b> Phonics Lesson 3 / Vikings<br/><b>Speaking, Listening, Reading, and Writing</b><br/><b>New Vocabulary:</b><br/>Describing themselves with adjectives<br/>Hair and eye colour in first person and third person<br/>Conjugation of regular verbs, primarily in first person<br/>Introduction to irregular verbs<br/><b>Links to Previous Learning:</b><br/>Colour vocabulary<br/>Numbers to 20<br/>Adjectival order<br/>Concept of singular and plural of adjectives, as well as gender in nouns and the correct declension<br/><b>Grammar:</b><br/>Word order<br/>Adjectival agreements<br/>Conjugation of regular verbs<br/>Recognition of irregular verbs<br/>Etre avoir<br/><b>Cultural Focus / Stories and Songs:</b><br/>Cross-Curricular Link: History</p> |  | <p><b>Teaching Unit:</b> Do You Have a Pet?<br/><b>New Vocabulary:</b><br/>Animal names<br/>Conjunctions and connectives<br/>J'ai.../Je n'ai pas de...<br/>Qui...<br/><b>Links to Previous Learning:</b><br/>Previous animal vocabulary<br/>Phonics knowledge to apply new vocabulary, including silent letters.<br/>Je m'appelle... leading to second person.<br/><b>Grammar:</b><br/>Irregular verb: avoir – present tense, first person and question second person<br/>S'appeler in second person<br/>Connective 'mais'<br/>More rules for silent letters<br/>Adjective placement and agreement<br/><b>Cultural Focus / Stories and Songs:</b><br/>Refer to stories with animals in from Key Stage 1 and Key Stage 2.</p> |   | <p><b>Teaching Unit:</b> Olympics / Numbers 1-100 and At the Tea Room<br/><b>New Vocabulary:</b><br/>10 sports and determiners<br/>Associated nouns.<br/>Il fait... / Il est...<br/>Partitive article with faire<br/>Listening / reading longer passages for decoding skills<br/>Paris<br/>Questions with est-ce que<br/>Conjugation of regular verbs - present tense (-er, -ir, -re)<br/>12 typical foods and drinks<br/>The bill<br/><b>Links to Previous Learning:</b><br/>Some sports – cognates / near cognates for decoding<br/>Faux amis!<br/>Partitive from food<br/>Numbers 1-60<br/><b>Grammar:</b><br/>Third person irregular verbs in present tense: etre and faire<br/>Partitive: du, de, la and des<br/>Articles<br/>Subject pronouns<br/>Some knowledge about verbs and conjugation<br/>Je voudrais...<br/>Hello / Please / Thank You<br/><b>Cultural Focus / Stories and Songs:</b><br/>Olympic Coverage<br/>The Euro<br/>Dialogues at the Restaurant<br/>Bistrot Pierre</p> |   |
| PE     | <p><b>Dodgeball:</b><br/>To consider the tactics we can use to hit the opposition.<br/>To consider if targeting a dodger's feet is a good tactic.<br/>To consider how to dodge effectively.<br/>To consider why catching is important in dodgeball.<br/>To consider which tactics work well in dodgeball.<br/>To examine how a dodgeball game is officiated.</p>   | <p><b>Dance:</b><br/>To examine how we can use stillness, emphasis and focus to communicate with an audience.<br/>To consider how to use facial expression to give character and mood to dances.<br/>To examine how to use a range of travelling actions.<br/>To examine adding balances to performances.<br/>To copy, remember and repeat moves in sequences.</p> | <p><b>Tag-Rugby:</b><br/>To examine the position needed for an effective dodge.<br/>To consider how to support the ball carrier as an attacking player.<br/>To examine the rules of being tagged/tagging.<br/>To consider how to beat a defender.<br/>To examine how to change play when you have or do not have possession of the ball.</p>   | <p><b>Rounders:</b><br/>To examine how to hit a moving ball.<br/>To examine how to bowl successfully in rounders.<br/>To examine how to react to batters when fielding.<br/>To examine methods of getting batters out in rounders.<br/>To examine successful running techniques.<br/>To consider the importance of communication in rounders matches.</p> | <p><b>Athletics:</b><br/>To examine how to jump over hurdles.<br/>To develop running for endurance.<br/>To develop the pull throw.<br/>To develop the push throw.<br/>To develop techniques for the high jump.<br/>To develop techniques for the triple jump.</p>  | <p><b>Badminton:</b><br/>To examine when you should use a forehand or backhand grip.<br/>To examine why it is important to be ready at the centre of the court.<br/>To consider where the racket must be when serving.<br/>To consider how to make a game more challenging for our opponent.<br/>To examine when we should use a backhand shot.</p> |



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|                            |   | To practice and perform dances for an audience.   | To examine successful in-game tactics.   |  |  | To consider which tactics help to win a game.   |
| PSHE / SRE                 | <p><b>Feeling and Emotions - Anger</b><br/>Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant.<br/>Explain how feelings can be communicated with or without words.<br/>Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.<br/>Demonstrate a range of strategies to help control and manage unpleasant / uncomfortable emotions, such as anger.</p> <p><b>Growing and Changing - Puberty</b><br/>Explain what puberty means.<br/>Describe the changes that boys and girls may go through during puberty.<br/>Identify why our bodies go through puberty.<br/>Develop coping strategies to help with the different stages of puberty.<br/>Identify who and what can help us during puberty.</p> <p><b>Being Responsible - Looking Out for Others</b><br/>Recognise why we should act when someone is being unkind.<br/>Describe caring and considerate behaviour, including the importance of looking out for others.<br/>Demonstrate why it is important to behave in an appropriate and responsible way.<br/>Identify how making some choices can impact others' lives in a negative way.</p> |   | <p><b>Keeping / Staying Safe - Peer Pressure</b><br/>Identify strategies we can use to keep ourselves and others safe.<br/>Recognise ways to manage peer pressure.<br/>Explain the potential outcomes that may happen when we take risks.<br/>Recognise the impact and possible consequences of an accident or incident.</p> <p><b>Keeping / Staying Healthy - Smoking</b><br/>Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs etc.<br/>Describe how smoking can affect your immediate and future health and wellbeing.<br/>Give reasons why someone might start and continue to smoke.<br/>Identify and use skills and strategies to resist any pressure to smoke.</p> <p><b>A World Without Judgement - Inclusion and Acceptance</b><br/>Identify some of the ways in which we are different and unique.<br/>Explain some of the elements which help us to have a diverse community.<br/>Describe strategies to overcome barriers and promote diversity and inclusion.</p> |  | <p><b>JIGSAW PSHE</b><br/><b>Summer Term 1: Celebrating Difference</b><br/>I understand that cultural differences sometimes cause conflict.<br/>I understand what racism is.<br/>I understand how rumour-spreading and name-calling can be bullying behaviours.<br/>I can explain the difference between direct and indirect types of bullying.<br/>I can compare my life with people in the developing world.<br/>I can understand a different culture from my own.</p> <p><b>Summer Term 2: Relationships</b><br/>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.<br/>I understand that belonging to an online community can have a positive and negative consequences.<br/>I understand there are rights and responsibilities in an online community or social network.<br/>I know there are rights and responsibilities when playing a game online.<br/>I can recognise when I am spending too much time using devices (screen time).<br/>I can explain how to stay safe when using technology to communicate with my friends.</p> |   |
| <b>WIDER OPPORTUNITIES</b> |   |   |  |  |  |   |
| SMSC / British Values      | Election Day! – Voting for Team Champions<br>School Council<br>Elections<br>Harvest Festival<br>Black History Month<br>World Space Week   | Bonfire Night<br>Remembrance<br>Anti-Bullying Week<br>Diwali<br>Inter-Faith Week<br>Road Safety Week<br>Odd Socks Day<br>Children in Need<br>Christingle<br>Hanukkah<br>Christmas | New Year<br>World Religion Day<br>Chinese New Year<br>LGBT+ History Month<br>Children's Mental Health Week<br>Safer Internet Day<br>Valentine's Day  | Pancake Day<br>Lent<br>World Book Day<br>British Science Week<br>Red Nose Day<br>Comic Relief<br>Ramadan<br>Easter | Local and Community History Month<br>Mental Health Awareness Week<br>World Bee Day   | Pride Month<br>World Environment Day<br>Healthy Eating Week<br>Water Safety Week<br>World Refugee Day<br>Sports Day<br>Transition Month |
| Transition                 | Focus Text: Just Jack – Kate Scott. Getting to Know You Week – Autumn Term 1 – Week 1   |   |  |  |  |   |
| Linked Trips               | Jorvik Viking Centre – History Link   |   | National Space Centre – Science Link   | Hathersage – Year 5 Residential  |  |   |