

Year 5

Year 5			
	Autumn	Spring	Summer
Science	<p><u>Earth and Space</u> <i>National curriculum objectives</i> Describe the movement of the Earth and other planets relative to the sun in the solar system, describe the movement of the moon relative to the Earth, describe the sun, Earth and moon as approximately spherical bodies and use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <ul style="list-style-type: none"> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. <p style="text-align: center;"><u>Key Vocab</u></p> <p>Day, Night, Sun, Moon, Star, Earth, Planet, Dwarf Planet, Axis, Rotation, Phases of the Moon, Constellation, Waxing, Waning, Full, New, Year, Month, Gravity, Tilt, Elliptical Pathway</p> <p>Planet Names- (MY VERY EASY METHOD JUST SPEEDS UP NAMING) Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune</p> <p><u>Forces</u> <i>National curriculum objectives</i> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object, identify the effects of air resistance, water resistance and friction, that act between moving surfaces and recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <ul style="list-style-type: none"> Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object – and the impact on our lives. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p style="text-align: center;"><u>Key Vocab</u></p> <p>Force, Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys, Lever, Pivot, Fulcrum</p>	<p><u>Properties and changes of materials</u> <i>National curriculum objectives</i> 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, know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution, use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating, give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic, demonstrate that dissolving, mixing and changes of state are reversible changes and 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.</p> <ul style="list-style-type: none"> 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 Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p style="text-align: center;"><u>Key Vocab</u></p> <p>Transparent, Opaque, Hardness, Solubility, Translucent, Magnetic, Filter, Evaporation, Dissolving, Mixing, Thermal conductor/insulator, Electrical conductor/ insulator</p>	<p><u>Living things and their habitats</u> <i>National curriculum objectives</i> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird and describe the life process of reproduction in some plants and animals.</p> <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Know the life cycle of different living things e.g. mammal, amphibian, insect Understand how plants reproduce Understand how animals reproduce <p style="text-align: center;"><u>Key Vocab</u></p> <p>Mammals, Reproduction, Foetus, Embryo, Womb, Gestation, Insects, Amphibian, Bird, Offspring, Classification, Vertebrates, Invertebrates, Micro-organisms, Reptiles</p> <p><u>Animals, including Humans</u> <i>National curriculum objectives</i> Describe the changes as humans develop to old age.</p> <ul style="list-style-type: none"> Describe the changes as humans develop to old age Create a timeline to indicate stages of growth in humans <p style="text-align: center;"><u>Key Vocab</u></p> <p>Baby, Young, Toddler, Teenager, Old, Elderly, Growth Development, Puberty</p>

Aut 1 Unit 5.2 Online Safety

*Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.*

- I know the importance of computer networks and how they help solve problems and enhance communication.
- I recognise the main dangers that can be perpetuated via computer networks.
- I can explain what personal information is and know strategies for keeping this safe.
- I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards.
- I can search precisely when using a search engine. For example, I know I can add additional words or removes words to help find better results.
- I can explain in detail how accurate, safe and reliable the content is on a webpage.
- I have a secure knowledge of online safety rules taught at school.
- I can demonstrate the safe and respectful use of different online technologies and online services.
- I always relate appropriate online behaviour to my right to have personal privacy.
- I know how to not let my mental wellbeing or others be affected by use of online technologies and services.

Aut2 Unit 5.1 – Coding

*Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.*

- I can make more complex real-life problems into algorithms for a program
- I can test and debug my programs as I work
- I can use sequence, selection, repetition, and some other coding structures in my code.
- I can organise my code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently.
- I can use logical methods to identify the cause of any bug with support to identify the specific line of code.

Spr1 Online Safety 5.2 quiz only**Unit 5.3 Spreadsheets**

- I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards

Unit 5.4 Databases

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and Information.

- I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards

Spr2 Unit 5.5 Game Creator

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- I can test and debug my programs as I work
- I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code.

Unit 5.6 3D Modelling

- I can comment on how successful a digital solution is that I have created. For example, a program built in 2Code that sorts decimals numbers.
- I can work collaboratively with others creating solutions to problems using appropriate software such as 2Code.

Summer Online Safety 5.2 quiz only**Unit 5.7 Concept Maps**

- I can make appropriate improvements to digital work I have created.
- I can use collaborative modes such as within 2Connect to work with others and share it.
- I can use the most appropriate form of online communication according to the digital content. For example, use 2Email, 2Blog and Display Boards

Unit 5.8 Word Processors

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

- I can make appropriate improvements to digital work I have created.

Invaders and Settlers Autumn One and two

Britain's settlement by Anglo-Saxons and Scots

Anglo Saxons

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

Vikings

- Viking raids and invasion

resistance by Alfred the Great and Athelstan, first king of England

- further Viking invasions and Danegeld
- Anglo-Saxon laws and justice
- Edward the Confessor and his death in 1066

- Know how Britain changed between the end of the Roman occupation and 1066
- Know about how the Anglo- Saxons attempted to bring about law and order in the country
- Know that during the Anglo-Saxon period Britain was divided in to many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Use a timeline to show when the Anglo-Saxons were in England
- Know where the Vikings came from and show this on a map
- Know that the Vikings and Anglo- Saxons were often in conflict
- Know why the Vikings frequently won battles with the Anglo Saxons

Shire

Shire reeves

Wessex

Essex

Sussex

Northumbria

East Anglia

Kent

Kingdoms

Empire

Ordeal

World War 2 Spring 2Historical Enquiry

a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (***Battle of Britain***)

-Describe a timeline of WW2

-Know how D-Day from the past has shaped our life today

-Know the impact of Hitler and Winston Churchill during WW2

-Know about crime and punishment during WW2

-Know how Britain has major influence on the War

-Know how the lives of wealthy people were different from the lives of poorer people during WW2

Allies

Concentration Camp

Victory

Evacuation

Nationalism

D-Day

Advance

Military (RAF, Army, Navy)

Spring – South America

Locational Knowledge & Place Knowledge

Locate the world’s countries, using maps to focus on South America concentrating on their environment regions, key physical and human characteristics.

Understand geographical similarities and differences through the study of human and physical geography of South America

- To know the names of, and locate, a number of South American countries, including major cities (*e.g. Sao Paulo - largest city/Bogota/Rio de Janeiro/Santiago/Buenos Aires*)
- To know that different parts of the world have different climates, and to be able to name and locate some of the different climates in South America
- To have an awareness of the environmental regions of South America (*e.g. Pampas, Atacama Desert, Amazon Basin, Patagonia*)
- To compare and contrast the differences and similarities of key physical and human characteristics between South America and the UK
- Recognise that people have differing qualities of life living in different locations and environments in South America and the UK

- [SDG 1 – No Poverty - To explore poverty in Rio de Janerio](#)

- **Key Vocabulary**
- **Compare**
- **Contrast**
- **Coast**
- **Climate**
- **Continent**
- **Environmental region**

Summer – Biomes and Vegetation Belts

Human & Physical geography

Describe and understand key aspects of physical geography, including biomes and vegetation belts

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- To understand what a biome is
- To know that there are six types of biomes (*e.g. rainforests, deserts, Savannah, woodlands, grasslands and Tundra*)
- To locate the world's major biomes
- To understand why biomes like the rainforest matter
- Locate the world countries linked to biomes (where is the Savannah, where can we find rainforests)
- To explain the different types of vegetation belts, in relation to the major biomes

Key Vocabulary

- **Biomes**
- **Desert**
- **Savannah**
- **Woodlands**
- **Grasslands**
- **Tundra**

U2. 1 Why do some people believe God exists? Believing

- Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).
- Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).
- Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1).
- Present different views on why people believe in God or not, including their own ideas (C1).

Key Vocabulary

- Global
- Existence
- Almighty
- Experience
- All-powerful
- Universe
- Agnostic
- Atheist

U2.10 Green Religion? How and why should religious communities do more to care for the What can be done about climate and environment? Living

- Make connections between beliefs about the earth and activist behaviour in different religions (A1).
- Understand the challenges facing the planet and responses from different religions (B2).
- Discuss and describe their own and others’ ideas about the kinds of collaboration, activism and commitment needed to ‘save the Earth’ (C3).

Key Vocabulary

- Justice
- Environment
- Climate
- collaboration
- activism
- challenge
- commitment
- pollution
- nature

Understanding Christianity Unit on Creation UKS2

- Outline the importance of Creation on the timeline of the ‘big story’ of the Bible.
- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Suggest what Genesis 1 might mean and show awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

Celebrate John Wesley Day on 24th May – Methodism

U2.4 If God is everywhere, why go to a place of worship? Expressing

- Describe and explain differences within Anglican and Baptist churches
- Make links between Christian beliefs and features of these places of worship.
- Describe differences between worship in the home and at the mandir
- Describe the differences between different Jewish synagogues.
- Make links between Jewish beliefs and features of Jewish places of worship

Key Vocabulary

- Function
- Worship
- Community
- Orthodox
- Reform
- Synagogue
- Schul
- Meditation
- Expression

U2.6 What does it mean to be a Muslim in Britain today? Living

- Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2)
- Describe and reflect on the significance of the Holy Qur’an to Muslims (B1).
- Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).
- Make connections between the key functions of the mosque and the beliefs of Muslims (A1).

Key Vocabulary

- Five Pillars
- ibadah
- shahadah
- salat
- sawm
- hajj
- Al-Fatihah
- Sunnah
- Hadith

Ourselfs Celebration

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

Present ideas and information orally to a range of audiences*

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally* and in writing Languages – key stage 2 3 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

- **Name and describe people, a place and an object**
- **Give response using a short phrase**
- **Write phrases from memory**
- **Write 2-3 short sentences on a familiar topic**

School Weather

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

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Speak in sentences, using familiar vocabulary, phrases and basic language structures

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- **Read and understand a short passage**
- **Explain the main points in a short passage**
- **Read a short passage independently**
- **Use a bilingual dictionary or glossary to look up new words**
- **Start to speak, using a full sentence**

Hobbies Holidays

Listen attentively to spoken language and show understanding by joining in and responding

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*

Speak in sentences, using familiar vocabulary, phrases and basic language structures

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

Present ideas and information orally to a range of audiences*

Read carefully and show understanding of words, phrases and simple writing

Appreciate stories, songs, poems and rhymes in the language

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, to express ideas clearly

Describe people, places, things and actions orally* and in writing Languages – key stage 2 3 Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English

- **Write about what they like/dislike about a familiar topic**
- **Have a short conversation, saying 3 to 4 things**

Music	Charanga Unit of work: Living on a Prayer	Charanga Unit of work: Recorders - Blown away book 1 Christmas performance	Charanga Unit of work: Classroom Jazz 1	Charanga Unit of work: The Fresh Prince Of Bel Air	Charanga Unit of work: Dancing in the street History of Music Musical genres	Charanga Unit of work: Musical timeline influential music people
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Autumn 1- HEALTH AND WELLBEING

Identity; personal attributes and qualities similarities and differences; individuality; stereotypes

What makes up our identity?

Pupils learn

- How to recognise and respect similarities and differences between people and what they have in common with others
- That there are a range of factors that contribute to a person's identity (eg ethnicity, faith, family, culture, gender, hobbies, likes/dislikes)
- How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)
- About stereotypes and how they are not always accurate, and can negatively influence behaviour and attitudes towards others
- How to challenge stereotypes and assumptions about others

Autumn 2- LIVING IN THE WIDER WORLD

Money; making decisions; spending and saving

What decisions can people make with money?

- How people make decisions about spending and saving money and what influences them
- how to keep track of money so people know how much they have to spend or save
- How people make choices about ways of paying for things they want and need (eg from current accounts/saving; store card/credit cards; loans)
- How to recognise what makes something 'value for money' and what this means to them
- That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

Spring 1- HEALTH AND WELLBEING

Basic first aid; accidents, dealing with emergencies

How can we help in an accident or emergency?

Pupils learn

- How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions
- That if someone has experienced a head injury, they should not be moved
- When it is appropriate to use first aid and the importance of seeking adult help

Spring 2- RELATIONSHIPS

- About the different types of relationships people have in their lives
- How friends and family communicate together; how the internet and social media can be used positively
- How knowing someone online differs from knowing someone face-to-face
- How to recognise risk in relation to friendships and keeping safe
- About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family
- How to respond if a friendship is making them feel worried, unsafe or uncomfortable
- How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety.

Summer 1- HEALTH AND WELL BEING

Drugs, alcohol and tobacco; healthy habits

How can drugs common to everyday life affect health?

Pupils learn

- How drugs common to everyday life (including smoking, alcohol, caffeine and medicines can affect health and wellbeing)
- Some drugs are legal may have laws or restrictions related to them). Other drugs are illegal
- How laws surrounding the use of drugs exist to protect them and others
- Why people choose to use/not use different drugs
- How people can prevent or reduce the risks associated with them
- That for some people, drug use can become a habit which is difficult to break
- How organisations help people to stop smoking and the support available to help people if they have concerns about any drug use
- How to ask for help from a trusted adult if they have any worries or concerns about drugs

Summer 2- LIVING IN THE WIDER WORLD

Careers, aspirations; role models; the future

What jobs would we like?

Pupils learn

- That there is a broad range of different jobs and people often have more than one during their careers and over their lifetime
- that some jobs are paid more than others and some may be voluntary (unpaid)
- about the skills, attributes, qualifications and training needed for different jobs
- that there are different ways into jobs and careers, including college, apprenticeships and university
- how people choose a career/job and what influences their decision, including skills, interests and pay
- how to question and challenge stereotypes about the types of jobs people can do
- how they might choose a career/job when older, why they would choose it and what influences their decision

	Drawing	Painting	Sculpture/ Materials	Digital	Printing	Explore, develop and evaluate - Ongoing
Year 5	<p><i>NC- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Use a range of pencils to begin to develop a personal style, drawing on work of other artists for inspiration Artist link- Gaudi (Spring 2)</p> <p>Know how to use shading to create mood and feeling. Artist link- Brian Scott (Summer 2)</p>	<p><i>NC- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Use watercolour to suggest a mood. Artist link- Brian Scott (Summer 2)</p> <p>Experiment with media to create emotion in art. Artist link- Brian Scott (Summer 2)</p>	<p><i>NC- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>In sculpture, create textures that combine both visual and tactile qualities. Artist link- Gaudi (Spring 2)</p> <p>In collage, combine both visual and tactile qualities. Artist link- Gaudi (Spring 2)</p>	<p><i>NC- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Enhance digital media by including sound, video, still images and installations. Artist link- Sean Charmatz (Autumn 2)</p>	<p><i>NC- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i></p> <p>Know how to create an accurate print design following given criteria. Artist link- Gaudi (Spring 2)</p> <p>Make Collagraphs and printing blocks on card and create repeated patterns. Artist link- Gaudi (Spring 2)</p>	<p><i>NC- to create sketch books to record their observations and use them to review and revisit ideas</i> <i>- learn about great artists, architects and designers in history.</i></p> <p>Capture artistic process in a sketchbook.</p> <p>Communicate ideas and comment on artworks using artistic language. Artist link- All</p> <p>Understand how great artists, architects and designer contribute to the culture, creativity and wealth of our nation. Artist link- All</p> <p>Use a range of artistic vocabulary to discuss and evaluate work e.g. tactile, influence, captivate, emulate</p>

Year 5	DT- Cooking Make a delicious pasta sauce <i>See Cooking and Nutrition plan</i>		DT - WW2 sewing 'Make Do and Mend' (Link with History) Plan, design and make an item of clothing		DT - Mechanical systems To make a mechanical structure (Link with Science) <i>See Technical Knowledge plan</i>	
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<p>Technical Knowledge Construct more complex structures by applying range of strategies in order to solves real/relevant problems</p> <p>-Drawing on disciplines and making connections to wider subject areas, apply understanding of computing to program monitor and control products</p> <p>-Making connections, apply understanding wider range of mechanical systems and how they work (gears, pulleys, cams levers)</p>	<p>Cooking and Nutrition Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p>Design Communicate, generate, develop and model ideas using a range of strategies e.g. computer aided design, cross-sectional and exploded diagrams</p> <p>-Communicate, generate, develop ideas, drawing on other disciplines e.g. Science, maths, computing</p> <p>-Use research to inform design and generate own design criteria that are fit for purpose and aimed at particular individuals.</p> <p>-Confidently take calculated risks to become innovative, resourceful and enterprising</p>	<p>Make According to their functional properties and aesthetic qualities, select from and use a range of tools, equipment, materials and components accurately to make high quality prototypes</p>	<p>Evaluate Investigate and analyse a range of existing products that address real relevant problems, in a range of relevant contexts</p> <p>-Generate own design criteria and evaluate ideas and products against these</p> <p>-Understand how key events and individuals in DT helped to shape the world</p>
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Benchball	Swimming	Basketball
<p>To be able to use specific benchball skills in games for example confidently: dodging, bounce pass and previously learnt skills.</p> <p>To begin to play efficiently in different positions.</p> <p>To increase power and strength of passes, moving the ball over longer distances.</p> <p>Can work as a team and follow the majority of the rules for my position in a competitive game.</p> <p>I am beginning to evaluate mine and my team mates performances.</p> <p>Is beginning to modify their own performance constructively to reach their potential.</p>	<p>To develop basic pool safety skills and confidence in water.</p> <p>To travel in vertical or horizontal position and introduce floats.</p> <p>To push and glides, any kick action on front and back with or without support aids.</p> <p>To be able to enter and exit, travel further, float and submerge.</p> <p>To balance, link activities and travel further on whole stroke.</p> <p>To show breath control.</p> <p>Cope with deeper water.</p> <p>Treading water in deeper water as well as shallow.</p> <p>Confident when jumping into the pool.</p> <p>I can swim the length of a 25m pool.</p> <p>Is able to swim in a range of strokes such as front crawl, backstroke and breast stroke.</p>	<p>Recap and refine dribbling and passing to create attacking opportunities.</p> <p>Develop marking.</p> <p>Refine shooting.</p> <p>Refine attacking skills, passing, dribbling and shooting introduce officiating.</p> <p>Beginning to work as a team and construct an attacking and defending plan.</p> <p>Gain possession by working in a team and pass in different ways.</p> <p>Can work as a team and follow the majority of the rules for my position in a competitive game.</p> <p>I am beginning to evaluate mine and my team mates performances.</p> <p>Is beginning to modify their own performance constructively to reach their potential.</p>

Athletics	Dance	Gymnastics
<p>Use correct technique to run at speed.</p> <p>Develop the ability to run for distance.</p> <p>Throw with accuracy and power.</p> <p>Identify and apply techniques of relay running.</p> <p>Work co-operatively with others in relay runs to excel performance as a team.</p> <p>Explore different footwork patterns.</p> <p>Understand which technique is most effective when jumping for distance.</p> <p>Learn how to use skills to improve the distance of a pull throw.</p> <p>Demonstrate good techniques in a competitive situation.</p> <p>Beginning to compare their performances with previous ones and demonstrate some improvement to achieve their personal best.</p> <p>Beginning to record peers performances, and evaluate these.</p> <p>Beginning to give feedback to others which will enhance their performance and technique.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities and hits targets with increased accuracy.</p> <p>Beginning to describe performance using correct terminology.</p> <p>Shows increasing stamina and competitiveness in events.</p>	<p>Show/fluency/control in chosen dances in response to stimuli Perform fluent dances with characteristics of different styles/eras.</p> <p>Adapt & refine(in pair/group), dances that vary direction, space & rhythm.</p> <p>Beginning to dance and work alongside a larger group of children.</p> <p>Beginning to exaggerate dance movements.</p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to their maximum potential.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p> <p>Is able to work constructively in a group.</p>	<p>Combine own work with that of others, identifying strengths & weaknesses.</p> <p>Include change of speed, direction and shape in movements.</p> <p>Follow a set of 'rules' to produce a sequence, possibly made by peers..</p> <p>Create/mirror/matching/cannon (pair) sequence varying dynamics/levels/direction etc.</p> <p>Beginning to compose extended and more complex sequences.</p> <p>Apply combined skills appropriately, showing precision, control and fluency.</p> <p>Beginning to perform to small audiences.</p>