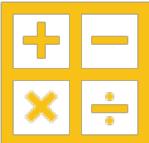




# Oughtibridge Primary School – Long Term Plan 2023-24 – Year 5

Theme	Autumn Term		Spring Term		Summer Term	
	Earth and Space	Anglo-Saxons	Vikings	Viva España	Mayans	
<b>Trips and WOW Days</b>	Planetarium & River Walk	Anglo Saxon Workshop, Mosque Visit & Vikings Residential		Spanish Day, Church Visit & Mayan VR Experience		
 <b>English</b>	<p><b>Purposes for Writing</b>            Writing to entertain            Writing to inform            Writing to persuade            Writing to discuss</p> <p><b>Writing Genres</b>            Description            Poetry            Historical Report            Diary            Advertisements</p>	<p><b>Purposes for Writing</b>            Writing to inform            Writing to discuss            Writing to entertain            Writing to persuade</p> <p><b>Writing Genres</b>            Newspaper report            Narrative            Balanced argument            Letter to persuade            Biography</p>	<p><b>Purposes for Writing</b>            Writing to entertain            Writing to discuss            Writing to inform            Writing to persuade</p> <p><b>Writing Genres</b>            Narrative            Non-chronological report            Letter to complain</p>	<p><b>Purposes for Writing</b>            Writing to entertain            Writing to discuss            Writing to inform            Writing to persuade</p> <p><b>Writing Genres</b>            Narrative            Diary            Balanced argument            Information leaflet</p>		
 <b>Mathematics</b>	<p><b>Number</b>            Place Value            Addition and Subtraction            Multiplication and Division            Fractions</p>	<p><b>Number</b>            Multiplication and Division            Fractions            Decimals and Percentages</p> <p><b>Measurement</b>            Perimeter and Area</p> <p><b>Statistics</b>            Line Graphs, Two-way Tables and Timetables</p>	<p><b>Geometry</b>            Properties of Shape            Position and Direction</p> <p><b>Number</b>            Decimals            Negative Numbers</p> <p><b>Measurement</b>            Converting Units            Volume</p>			



## Science

<b>Working Scientifically</b>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>• record results using scientific diagrams and labels</li><li>• use test results to make predictions to set up further comparative and fair tests</li><li>• report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li><li>• identify scientific evidence that has been used to support or refute ideas or arguments</li></ul>	
<b>Earth and Space</b>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li><li>• describe the movement of the Moon relative to the Earth</li><li>• describe the Sun, Earth and Moon as approximately spherical bodies</li><li>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li></ul> <p><b>Aim:</b> to gain a greater understanding and write about our Solar System and the planets.</p>	<p><b>Properties and Changes of Materials</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• compare and group everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets</li><li>• give reasons, based on evidence from comparative and fair test, for particular uses of everyday materials, including metals, wood and plastic</li></ul> <p><b>Aim:</b> to expand our understanding that materials have different properties and that these properties need to be considered when designing products.</p> <p><b>Properties and Changes of Materials</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• compare and group everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets</li></ul>
<b>Forces</b>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• explain that unsupported objects fall towards the earth because of the force of gravity acting between Earth and a falling object</li><li>• identify the effects of air resistance, water resistance and</li></ul>	<p><b>Living Things and their Habitats</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li><li>• describe the life process of reproduction in plants and animals</li></ul> <p><b>Aim:</b> to understand the life processes of plants and animals.</p> <p><b>Animals including Humans</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• describe the changes as humans develop to old age</li></ul> <p><b>Aim:</b> to understand how humans develop and grow throughout life.</p>

	<ul style="list-style-type: none"> <li>friction that act between moving surfaces</li> <li>recognise that some mechanisms, including leavers, pulleys and gears, allow a smaller force to have a greater effect</li> <li>study how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation</li> <li>explore resistance in water by making and testing boats of different shapes</li> </ul> <p><b>Aim:</b> to expand our understanding of forces and the impact they have on everyday life.</p>	<ul style="list-style-type: none"> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, through sieving, filtering and evaporating</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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 actions of acid on bicarbonate of soda</li> </ul> <p><b>Aims:</b></p> <p>To understand that some materials can change state – either reversible or irreversible.</p> <p>To understand that this change in state may affect their properties.</p>	
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 <p><b>Geography</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on the countries of North and South America</li> <li>• locate countries and describe features studied</li> <li>• use digital and computer mapping to locate countries and describe features studied</li> <li>• describe and understand key aspects of rivers and mountains</li> <li>• study the food, minerals and water aspects of the key places that I study</li> <li>• reflect on the importance and value of the tourism industry in these areas</li> <li>• study the settlements and land use of the key places that I study</li> </ul> <p><b>Aim:</b> to locate and understand the features of rivers and mountain ranges in North and South America.</p>	<p>Geography is not taught this term.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe</li> <li>• locate the countries in Europe, concentrating on their environmental regions</li> <li>• locate the major cities of the world and draw conclusions as to their similarities and differences</li> <li>• study the geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in Europe</li> <li>• reflect on the importance and value of the tourism industry in these areas</li> <li>• use more complex ordnance survey maps, symbols and keys to build my knowledge of the United Kingdom and the wider world</li> </ul> <p><b>Aim:</b> to compare the physical and human geographical features of the UK and Spain.</p>
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 <h3>History</h3>	<p>History is not taught this term.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• understand Britain's settlement by Anglo Saxons and Scots</li> <li>• understand the Viking and Anglo-Saxon struggle for the Kingdom of England, to the time of Edward the Confessor</li> <li>• recognise that Britain has been invaded by different groups over time</li> <li>• place periods of history on a timeline showing periods of time</li> <li>• appreciate how historical artefacts have helped us understand more about British lives in the present and the past</li> </ul> <p><b>Aim:</b> <i>understand the impact of the Anglo Saxon and Vikings time period on modern day life.</i></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• communicate knowledge and understanding orally, and in writing, and offer points of view based on what they have found out</li> <li>• make comparisons between historical periods, explaining things that have changed and things which have stayed the same</li> <li>• give more than one reason to support a historical argument</li> </ul> <p><b>Aim:</b> <i>to understand the importance of the Mayan civilisation.</i></p>
 <h3>Design and Technology</h3>	<p>Using the TASC wheel, children will learn to...</p>	<ul style="list-style-type: none"> <li>• take inspiration from design throughout history by combining elements of design from a range of inspirational designers throughout history, giving reasons for choice</li> <li>• take inspiration from design throughout history by creating innovative designs that improve upon existing products and by evaluating the design of products so as to suggest improvements to the user experience</li> <li>• identify the task</li> <li>• generate ideas and design products with the user in mind, motivated by the service a product will offer (rather than simply for profit)</li> <li>• decide on a final design, using prototypes, cross-sectional diagrams and computer aided designs to present designs</li> <li>• make products through stages of prototypes, making continual refinements and ensuring products have high-quality finish, using art skills where appropriate</li> <li>• evaluate the product</li> <li>• communicate with others about the product</li> <li>• learn from the experience (e.g. What went well? What could be improved next time?)</li> </ul>	

	<p><b>Mechanics</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>convert rotary motion to linear using cams</li> <li>use innovative combinations of mechanics in product designs</li> </ul> <p><b>Aim:</b> to design, make and evaluate a cam mechanism inspired by the theme of 'Space'.</p>	<p><b>Construction and Materials</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>show an understanding of the qualities of materials to choose appropriate tools to cut and shape</li> <li>cut materials with precision and refine the finish with appropriate tools (such as sanding wood after cutting)</li> <li>develop a range of practical skills to create products (including cutting, gluing and sanding)</li> </ul> <p><b>Aim:</b> to design, make and evaluate a wand using a variety of practical skills.</p>	<p><b>Construction (including CAD)</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>use computer aided designs to present final designs</li> <li>develop a range of practical skills to create products (such as drilling and nailing)</li> </ul> <p><b>Aim:</b> to design, make and evaluate a nail art product using a variety of practical skills.</p>
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## Art

	<p><b>Drawing</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>give details (including own sketches) about the style of some notable artists, artisans and designers</li><li>use a variety of techniques to add interesting effects (e.g. reflections, shadows, direction of sunlight)</li><li>use a choice of techniques to depict movement, perspective, shadows and reflection</li><li>choose a style of drawing suitable for the work (e.g. realistic or impressionistic)</li><li>use lines to represent movement</li></ul> <p><b>Aim:</b> to draw a space picture using a variety of techniques to add interest.</p> <p><b>Painting</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>sketch (lightly) before painting to combine line and colour</li><li>create a colour palette based upon colours observed in the natural or built world</li><li>use the qualities of paint to create visually interesting pieces</li><li>use brush techniques and the qualities of paint to create texture</li><li>develop a personal style of painting, drawing upon ideas from other artists</li><li>combine colours, tones and tints to enhance the mood of a piece</li><li>develop a personal style of painting</li></ul> <p><b>Aim:</b> to paint landscapes of North and South America.</p>	<p><b>Sculpture</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>show life-like qualities and real-life proportions or, if more abstract, provoke different interpretations</li><li>use tools to carve and add shapes, texture and pattern</li><li>combine visual and tactile qualities</li><li>use frameworks (such as wire or moulds) to provide stability and form</li><li>show how the work of those studied was influential in both society and to other artists</li><li>create original pieces that show a range of influences and styles</li></ul> <p><b>Aim:</b> to create a wire sculpture.</p>	<p><b>Collage</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>show how the work of those studied was influential in both society and to other artists</li><li>mix textures and combine visual and tactile qualities</li><li>create an original piece that shows a range of influence and style</li><li>use ceramic mosaic materials and techniques</li></ul> <p><b>Aim:</b> to create a Spanish mosaic tile.</p>
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## Computing

<b>Computing Systems and Networks</b> Children will learn to... <ul style="list-style-type: none"><li>• to explain that computers can be connected together to form systems</li><li>• to recognise the role of computer systems in our lives</li><li>• to experiment with search engines</li><li>• to describe how search engines select results</li><li>• to explain how search results are ranked</li><li>• to recognise why the order of results is important, and to whom</li></ul> <p><b>Aim:</b> to recognise how the WWW can be used to communicate and be searched to find information.</p> <b>Creating Media</b> Children will learn to... <ul style="list-style-type: none"><li>• recognise video as moving pictures, which can include audio</li><li>• capture video using a digital device</li><li>• recognise the features of an effective video</li><li>• identify that video can be improved through reshooting and editing</li><li>• consider the impact of the choices made when making and sharing a video</li></ul> <p><b>Aim:</b> to plan, capture, and edit video to produce a short film.</p>	<b>Programming</b> Children will learn to... <ul style="list-style-type: none"><li>• explain how selection is used in computer programs</li><li>• use selection in an infinite loop to check a condition</li><li>• identify the condition and outcomes in an 'if... then... else...' statement</li><li>• design a physical project that includes selection</li><li>• create a controllable system that includes selection</li></ul> <p><b>Aim:</b> to explore selection using a programmable microcontroller.</p> <b>Data</b> Children will learn to... <ul style="list-style-type: none"><li>• use a form to record information</li><li>• compare paper and computer-based databases</li><li>• outline how grouping and then sorting data allows us to answer questions</li><li>• explain that tools can be used to select specific data</li><li>• explain that computer programs can be used to compare data visually</li><li>• apply knowledge of a database to ask and answer real-world questions</li></ul> <p><b>Aim:</b> to use a database to order data and create charts to answer questions.</p>	<b>Creating Media</b> Children will learn to... <ul style="list-style-type: none"><li>• identify and use appropriate hardware and software to fulfil a specific task</li><li>• identify that drawing tools can be used to produce different outcomes</li><li>• use tools to achieve the desired effect</li><li>• recognise that vector drawings consist of layers</li><li>• group objects to make them easier to work with</li></ul> <p><b>Aim:</b> to create images in a drawing program by using layers and groups of objects.</p> <b>Programming</b> Children will learn to... <ul style="list-style-type: none"><li>• explain how selection is used in computer programs</li><li>• understand that a conditional statement connects a condition to an outcome</li><li>• explain how selection directs the flow of a program</li><li>• design a project that includes selection</li><li>• create a program which uses selection</li></ul> <p><b>Aim:</b> to explore selection in programming to design and code an interactive quiz.</p>
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## Personal, Social and Health Education

<p><b>Community</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand what it means to be prejudice and the history of it</li><li>• understand what to do if they encounter prejudices</li><li>• be a good citizen</li><li>• understand actions and consequences of actions</li><li>• listen to others, raising concerns and challenge perceptions</li><li>• understand rules and laws and changing laws</li><li>• respect and resolve difference</li><li>• understand different rights, responsibilities and duties</li></ul> <p><b>Aim:</b> to understand the possible impact of a person's opinions and actions and how to deal with these effectively.</p> <p><b>Friendships</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand what makes a close friend</li><li>• understand that different types of people can be friends</li><li>• understand that friends can't tell them what to do</li><li>• understand that social media comes with pressure</li><li>• understand that we have a significant amount of control over our online lives</li><li>• understand that our actions/lack of actions can have an impact on ourselves and those around us</li><li>• understand that people sometimes behave online, in a way that they would not in real life</li></ul>	<p><b>Mental Wellbeing and Online Safety</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand whether everyone has the same feelings</li><li>• understand about happiness and being happy</li><li>• understand that social media can exert pressure on us, by making us feel jealous or insecure about our own lives</li><li>• understand that images and videos that we see online are not always a true reflection of reality</li><li>• understand that people can feel under pressure to behave in certain ways, because of their bodies and gender</li><li>• understand that self-esteem and confidence can affect how we behave online</li><li>• begin to understand the motivations of the health industry and their advertising and media coverage</li></ul> <p><b>Aim:</b> to understand my own and other's feelings and how this is portrayed on and offline.</p> <p><b>Health and Wellbeing</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand body image</li><li>• understand how to keep fit and healthy</li><li>• understand how to avoid getting ill</li><li>• become familiar with positive health messages</li><li>• recognise inaccurate health information online</li></ul> <p><b>Aim:</b> to understand how to stay healthy.</p>	<p><b>Online Safety</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand that not everything they read is true or without bias</li><li>• understand that bias can mislead readers, and that there are multiple perspectives to many stories</li><li>• understand that it is easy to edit images using computers, which can make it hard to tell the difference between truth and fake-news</li><li>• understand that information can be untrue</li><li>• understand that there are ways of spotting and checking information online</li><li>• understand how different groups have their own motivations, often based around commercial or ideological reasons</li><li>• understand how social media tends to limit the number of opposing views that we encounter</li><li>• begin to be aware of the issues of extremism and radicalisation</li></ul> <p><b>Aim:</b> to become more digitally literate by being able to analyse digital content.</p> <p><b>Family</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• understand why some people get married</li><li>• understand about different types of families and if families are ever perfect</li><li>• begin to develop an awareness of domestic abuse</li></ul> <p><b>Aim:</b> to understand that all families are unique and come with different challenges.</p>
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	<ul style="list-style-type: none"> <li>know a range of strategies to deal with online abuse</li> </ul> <p><b>Aim:</b> to understand how to keep friendships healthy.</p>		<p><b>Growing Up - Puberty</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>understand why their body changes as they get older</li> <li>understand how feelings change as they get older</li> <li>understand how to stay clean during puberty</li> <li>understand what menstruation is</li> </ul> <p><b>Aim:</b> to prepare for changes during puberty.</p>
 <b>Modern Foreign Languages</b>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>broaden vocabulary and develop their ability to understand new Spanish words that are introduced into familiar written material, including through using a dictionary</li> <li>in Spanish, describe people, places, things and actions orally and in writing</li> <li>understand basic grammar (feminine and masculine)</li> </ul> <p><b>Aim:</b> to talk about family in Spanish (speaking, reading and writing sentences).</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>present ideas and information orally in Spanish to a range of audiences</li> <li>speak in sentences, using familiar Spanish vocabulary, phrases and basic language structures</li> <li>explore the patterns and sounds of the Spanish language through songs and rhymes and link the spelling, sound and meaning of words.</li> </ul> <p><b>Aim:</b> to be able to describe the weather in Spanish and to compare the weather in two different places (speaking and writing).</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>present ideas and information orally and in Spanish, to a range of audiences</li> <li>understand basic Spanish grammar (e.g. noun and adjective agreement)</li> </ul> <p><b>Aim:</b> to describe, in Spanish, clothing for school and leisure (speaking and writing).</p>



## Physical Education

	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event.</li><li>• explore technique and rhythm in the triple jump.</li><li>• develop technique and power in javelin and shot put.</li></ul> <p><b>Aim:</b> In Athletics, children will know that taking big and consistent strides helps to increase running speed, and that driving knees high and fast increases jumping distance. They will be able to apply rules to a range of athletic events.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• apply sending and receiving skills within the rules of a game</li><li>• develop control when sending and receiving under pressure.</li><li>• dribble with some control under pressure.</li><li>• explore moving to create space for themselves and others in their team.</li><li>• use a variety of techniques to lose an opponent e.g. change of direction or speed.</li><li>• develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</li></ul> <p><b>Aim:</b> In Handball, children will know that avoiding defenders is beneficial to attackers, and that dribbling helps an attacker to escape defenders. Children will</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• perform shapes consistently and fluently linked with other gymnastic actions.</li><li>• explore progressions of a cartwheel.</li><li>• explore symmetrical and asymmetrical balances.</li><li>• develop control in the straight, barrel, forward, straddle and backward roll.</li><li>• select a range of jumps to include in sequence work.</li></ul> <p><b>Aim:</b> In Gymnastics, children will know that 'shapes' underpins all other gymnastic skills. They will be able to select movements, balances, rolls and jumps to create interesting sequences.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"><li>• demonstrate clear technique and accuracy when throwing at a target.</li><li>• demonstrate good technique and consistency in catching skills</li></ul> <p><b>Aim:</b> In Dodgeball, children will know that throwing a ball low makes it difficult for an opponent to catch. They will also know that standing at the back of the court increases the amount of time that they have to catch. Children will also be able to apply the rules of dodgeball to playing and officiating.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"><li>• explore defensive and driving hitting techniques and directional batting.</li><li>• develop over and underarm bowling technique. Develop long and short barrier and two handed pick up.</li><li>• demonstrate good technique when using a variety of throws under pressure.</li><li>• explore catching skills (close深深 and wicket keeping) and apply these with some consistency in game situations.</li></ul> <p><b>Aim:</b> In Cricket, children will know that there are a range of batting stances / catching techniques, and be able to apply them with increasing suitability. They will learn that 'backing up' a teammate when fielding increases success. Children will apply the rules of cricket to playing and officiating.</p> <p>Children will learn to...</p> <p><i>Building on skills taught earlier in the year</i></p> <ul style="list-style-type: none"><li>• choreograph dances by using, adapting and developing actions and steps from different dance styles.</li><li>• confidently use dynamics to express different dance styles.</li><li>• confidently use direction and patterning to express different dance styles.</li><li>• confidently use formations, canon and unison to express a dance idea.</li><li>• perform dances expressively, using a range of performance skills, showing accuracy and fluency.</li></ul>
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	<p>apply the rules of handball to playing and officiating.</p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• choreograph dances by using, adapting and developing actions and steps from different dance styles.</li> <li>• confidently use dynamics to express different dance styles.</li> <li>• confidently use direction and patterning to express different dance styles.</li> <li>• confidently use formations, canon and unison to express a dance idea.</li> <li>• perform dances expressively, using a range of performance skills, showing accuracy and fluency.</li> </ul> <p><b>Aim: In Dance, children will understand that dancers select different actions and dynamics to express mood. They will also know that space refers to where their body is both on the floor and in the air. They will be able to describe what makes an effective performance.</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• apply sending and receiving skills within the rules of a game</li> <li>• develop control when sending and receiving under pressure.</li> <li>• dribble with some control under pressure.</li> <li>• explore moving to create space for themselves and others in their team.</li> </ul>	<p>Children will learn to...</p> <p><i>Building on skills taught earlier in the year</i></p> <ul style="list-style-type: none"> <li>• perform shapes consistently and fluently linked with other gymnastic actions.</li> <li>• explore progressions of a cartwheel.</li> <li>• explore symmetrical and asymmetrical balances.</li> <li>• develop control in the straight, barrel, forward, straddle and backward roll.</li> <li>• select a range of jumps to include in sequence work.</li> </ul> <p><b>Aim: In Gymnastics, children will know that 'shapes' underpins all other gymnastic skills. They will be able to select movements, balances, rolls and jumps to create interesting sequences.</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• develop the range of shots used in a variety of games.</li> <li>• develop the range of serving techniques appropriate to the game.</li> <li>• use a variety of shots to keep a continuous rally.</li> <li>• demonstrate effective footwork patterns to move around the court.</li> </ul> <p><b>Aim: In Badminton (Y5/6), children will know that a serve begins a rally, and that playing appropriate shots</b></p>	<p><b>Aim: In Dance, children will understand that dancers select different actions and dynamics to express mood. They will also know that space refers to where their body is both on the floor and in the air. They will be able to describe what makes an effective performance.</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• explore tactical planning within a team to overcome increasingly challenging tasks.</li> <li>• develop navigational skills and map reading in increasingly challenging tasks.</li> <li>• explore a variety of communication methods with increasing success.</li> </ul> <p><b>Aim: In OAA, children will be able to recognise that there may be more than one way to solve a problem, and that there can be a value in 'trial and error' in problem solving. Children will be able to reflect on their choices critically. Children will know how to use a key, and how to provide concise and accurate instructions.</b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>• apply sending and receiving skills within the rules of a game</li> <li>• develop control when sending and receiving under pressure.</li> <li>• dribble with some control under pressure.</li> <li>• explore moving to create space for themselves and others in their team.</li> </ul>
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	<ul style="list-style-type: none"> <li>use a variety of techniques to lose an opponent e.g. change of direction or speed.</li> <li>develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</li> </ul> <p><b>Aim:</b> In Basketball, children will know that avoiding defenders is beneficial to attackers, and that dribbling helps an attacker to escape defenders. Children will apply the rules of basketball to playing and officiating.</p>	<p><b>keeps a rally going. They will understand when to play shots with power and/or control. Children will apply the rules of badminton to playing and officiating.</b></p>	<ul style="list-style-type: none"> <li>use a variety of techniques to lose an opponent e.g. change of direction or speed.</li> <li>develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.</li> </ul> <p><b>Aim:</b> In Netball, children will understand that moving into a space even when not being passed to can provide space for teammates. They will know that passing to a teammate unmarked by a defender increases the chances of success. Children will apply the rules of netball to playing and officiating.</p>
 <b>Religious Education</b>	<p><b><u>How do Christians feel about the creation story?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>describe religions and world views</li> <li>discuss ideas from religious texts and look for similarities</li> <li>suggest meaning of texts</li> </ul> <p><b>Aim:</b> to understand how Christians feel about the creation story.</p> <p><b><u>What is the true meaning of Christmas?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>discuss ideas from religious texts and look for similarities</li> <li>suggest meaning of texts</li> <li>recognise and explain festivals across religions and cultures</li> </ul> <p><b>Aim:</b> to retell the true meaning of being a Christian.</p>	<p><b><u>How did Sikhism begin?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>find similarities in Holy Books</li> <li>respond creatively to ideas</li> <li>research links and make specific connections about leaders and key figures</li> <li>find out more (own interest/research)</li> </ul> <p><b>Aim:</b> to understand how Sikhism began.</p> <p><b><u>What is life like for a Muslim child in Sheffield?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>respond creatively to ideas</li> <li>ask questions</li> <li>tolerate different opinions</li> <li>make real life connections to the wider world</li> </ul> <p><b>Aim:</b> to explore the life of a Muslim in Sheffield.</p>	<p><b><u>Are there similarities in the act of worship across different religions?</u></b></p> <p>Children will learn to...</p> <ul style="list-style-type: none"> <li>talk about similarities in different world religions</li> <li>express thoughtful ideas</li> <li>understand different opinions</li> <li>to show tolerance</li> </ul> <p><b>Aim:</b> to understand the importance of worship in religions.</p>

 <p><b>Music</b></p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>listen to songs and use musical vocabulary when talking about the pieces</li> <li>play and perform in solo and ensemble contexts, beginning to play musical instruments with increasing accuracy, fluency control and expression</li> <li>improvise and compose music for a range of purposes</li> <li>learn about the history of the music listened to</li> </ul> <p><b>Aim:</b> to be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency control and expression</li> <li>improvise and compose music for a range of purposes</li> <li>use and understand musical notation</li> <li>develop an understanding of the history of music</li> </ul> <p><b>Aim:</b> to rehearse and perform their part of a song or piece of music, and be aware of how their part fits within the whole group.</p>	<p>Children will learn to...</p> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul> <p><b>Aim:</b> to identify and move to the pulse with ease, using musical vocabulary when talking about the interrelated dimensions of music.</p>
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