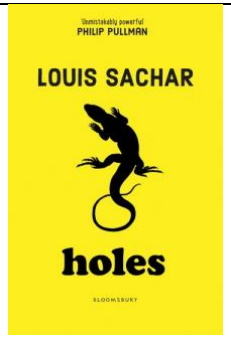
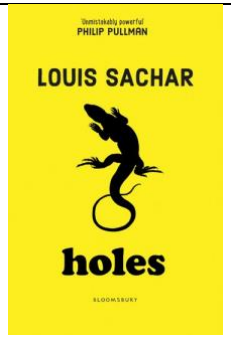
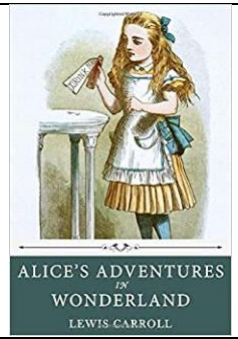
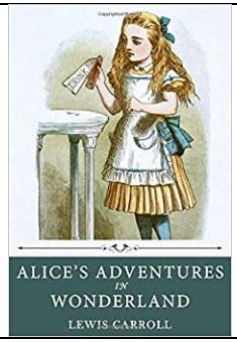
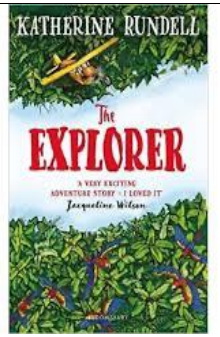
	Autumn Term **Crime and Punishment:** To begin this exciting year, we are travelling through British History, examining how our laws and punishments have changed over time and suggesting why. Beginning with the Romans, the children will build a picture of crime over the centuries, culminating with modern prison design. We hope to visit Oxford jail to understand the reasons why prisoners were detained and how they were treated. Our key text will be Holes by Louis Sachar- a story of injustice and eventual retribution, focusing on teenage internment and the use of forced labour. We will engage with Holes through our English writing and reading, as well as examining land use changes over time in Geography linking it to Camp Green Lake. In Art, we will be examining how Graffiti is viewed- from punishable crime to validated artform, creating our own graffiti styled artwork and in DT, we will be designing our own security system using electronics and our scientific knowledge.		Spring Term **Smashing Sculpture:** During Spring Term, we will all be sculptors and artists. Years 5 and 6 will be studying worldwide sculptures from 20,000 BC through the Renaissance, 20th Century Modernism and up to the present. We will begin the term with exploring different materials (from manmade to natural) inspiring the children to create varied forms of sculpture. Our text will be Alice's Adventures in Wonderland, a classic narrative exploring the absurd. It will inspire the children's creativity both in English and Art as they create imaginative and hilarious dialogue and various forms of poetry. Over the term, we will be creating sculptures in Modroc, clay and food inspired by some of the greatest sculptors leading to editing and producing an animation of the construction process using computing skills.		Summer **Extreme Earth Explorers:** This term the children will be taken on a journey across the world to explore our extreme earth. We will investigate the physical geography of our world including: climate zones, biomes and vegetation belts, rivers, mountains, with a special focus on volcanoes and earthquakes. In order to inspire a curiosity and fascination with the world, our key text will be The Explorer by Katherine Rundell – a story of survival in the Amazon rainforest. We will use the text to inspire creativity in English, Geography and DT.	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Value + key questions linked to topic	**Love**	**Integrity**	**Trust**	**Resilience**	**Belief**	**Respect**
Hook	Crime Scene	Creating graffiti Graffiti wall	Sculpture workshop?	Sculpture challenge day?	Science museum?	Earthquake drill in the hall?

Visit	Oxford Castle/Jail Visit from prison warden			Cotswold Sculpture Park (open from 1st Apr)? London Gallery? Waddesdon? RE visit?	Science Museum	
Topic Finale	N/A	Courtroom?	N/A	Art Exhibition/ Animation show?	N/A	Y6- Leavers' show Y5 + Y6 – Production
Other points of note	Visit from a prison warden?		Visit from sculptor?		Visit from geologist? Volcano workshop?	
Drivers History/ Geog etc	Anglo-Saxons to Tudors	Tudors to Modern Day	Sculpture through the ages	Quality of Life Survey	Volcanoes and earthquakes	
Core text						
English	Narrative - setting description Formal Letter Writing	Discussion text Narrative – mystery	Non-Chronological Report – different sculptors/sculptures Narrative: Dialogue	Persuasion: persuading people to buy your sculpture Poetry	Journey story involving a volcano Explanation text	Journalistic writing- environmental piece • Play review Biography (famous personality)
Maths Year 5	**Number: Place Value** Compare numbers to at least 1 000 000 and determine the value of each digit. Count forwards or backwards in steps of powers of 10. Read Roman numerals to 1000 (M) and recognise	**Statistics** Complete, read and interpret information in tables, including timetables. **Number: Multiplication and Division**	**Number: Multiplication and Division** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents. multiply numbers up to 4 digits by a one- or two-	**Number: Fractions** Add and subtract fractions with the same denominator, multiply proper fractions and mixed numbers by whole numbers. Read and write decimal numbers as fractions.	**Number: Decimals** Read and write decimal numbers as fractions. **Geometry: Properties of shape** Distinguish between regular and irregular polygons.	**Geometry: Properties of shape** Distinguish between regular and irregular polygons. **Geometry: Position and Direction** Identify: angles at a point and one whole turn (total 360°) angles at a point on a straight line and ½ a turn (total 180°)

	years written in Roman numerals. Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers. Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000. **Number: Addition and Subtraction** Add and subtract numbers mentally with increasingly large numbers. Add and subtract whole numbers with more than 4 digits. **Statistics** Solve comparison, sum and difference problems using information presented in a line graph.	Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. Multiply and divide numbers mentally. Identify multiples and factors, including finding all factor pairs of a number, and common factors. Recognise and use square numbers and cube numbers. **Measurement: Perimeter and Area** Measure and calculate the perimeter. Calculate and compare the area of rectangles and estimate the area of irregular shapes.	digit number using a formal written method, including long multiplication. Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders. Multiply and divide numbers mentally drawing upon known facts. **Number: Fractions** Compare and order fractions whose denominators are all multiples of the same number. Identify, name and write equivalent fractions of a given fraction. Recognise mixed numbers and improper fractions and convert.	**Number: Decimals and percentages** Recognise the % symbol and understand it's meaning. Write percentages as a fraction with denominator 100, and as a decimal. Solve problems using these facts.	Draw given angles and measure them in degrees.	other multiples of 90°. **Measurement: Converting Units** Convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units. Solve problems involving converting between units of time. Use all four operations to solve problems. **Measurement: Volume** Estimate volume.
Maths Year 6	**Number: Place value and rounding** Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit. Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero.	**FDP**: Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions > 1 Add and subtract fractions with different denominators and mixed numbers, using the	**Decimals and percentages** Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction Geometry: position and direction Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.	**Measurement: perimeter, area and volume** Recognise that shapes with the same areas can have different perimeters and vice versa Recognise when it is possible to use formulae for area and volume of shapes Calculate the area of parallelograms and triangles	**Geometry: property of shape** Draw 2-D shapes using given dimensions and angles. Recognise, describe and build simple 3-D shapes, including making nets. Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons. Illustrate and name parts of circles, including radius, diameter and	**Fiver Challenge**

	Solve number and practical problems that involve all of the above. Number: Addition/subtraction/ Multiplication and division Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context. Solve problems involving addition, subtraction, multiplication and division. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy	concept of equivalent fractions Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, × =] 4 1 2 1 8 1 Divide proper fractions by whole numbers **Geometry: position and direction** Describe positions on the full coordinate grid (all four quadrants) Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.	Multiply one-digit numbers with up to two decimal places by whole numbers Use written division methods in cases where the answer has up to two decimal places Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison **Algebra:** Use simple formulae Generate and describe linear number sequences Express missing number problems algebraically Find pairs of numbers that satisfy an equation with two unknowns Enumerate possibilities of combinations of two variables **Measurement: converting units** Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]. Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal	**Number: ratio/proportion** Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. **Statistics:** Interpret and construct pie charts and line graphs and use these to solve problems. Calculate and interpret the mean as an average.	circumference and know that the diameter is twice the radius. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. **SATs revision**	

			notation to up to three decimal places. Convert between miles and kilometres			
Science Year 5	**Forces** lain that unsupported objects towards the Earth because of force of gravity acting ween the Earth and the falling ect ntify the effects of air stance, water resistance and tion, that act between moving faces ognise that some mechanisms uding levers, pulleys and gears w a smaller force to have a ater effect.	**Earth and Space** cribe the movement of Earth and other nets relative to the sun he solar system cribe the movement of moon relative to the th cribe the sun, Earth moon as roximately spherical lies the idea of the Earth's ation to explain day and nt and the apparent vement of the sun oss the sky	**Materials** 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. w that some materials will olve in liquid to form a tion, and describe how to over a substance from a tion knowledge of solids, liquids gases to decide how tures might be separated, uding through filtering, ing and evaporating reasons, based on dence from comparative and tests, for the particular uses veryday materials, including tals, wood and plastic nonstrate that dissolving, ing and changes of state are ersible changes lain that some changes ult in the formation of new terials, and that this kind of nge is not usually reversible, uding changes associated n burning and the action of on bicarbonate of soda	**Living Things and Their Habitats** 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 animal.	**Animals Including Humans** Describe the changes as humans develop to old age.	**RSE** Learn how their bodies and emotions might change as they approach and move through puberty.
Science Year 6	**Animals Including Humans**	**Electricity**	**Light**	**Living Things and Their Habitats**	**Evolution and Inheritance**	**RSE**

	Children will: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.	Children will: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.	Children will: Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape.	Children will: Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Children will: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	Children will: Learn how their bodies and emotions might change as they approach and move through puberty. Learn about human reproduction. Learn the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. Become aware of different types of relationships, including those between friends and families, civil partnerships and marriages. Be aware of what constitutes positive healthy relationships and develop skills to form them.

Computing Year 5	Design their own game including sprites, backgrounds, scoring and/or timers. Use conditional statements, loops, variables and broadcast messages in the game.		Stop go animation of the building of the sculptures Can I plan a multi-scene animation including characters, scenes, camera angles and special effects? Can I adjust the number of photographs taken and the playback rate to improve the quality of the animation? Can I publish their animation and use a movie editing package to edit/refine and add titles? Can I capture videos for a purpose? Can I use of special effects and transitions to enhance my video? Can I trim, arrange and edit audio levels to improve quality of their outcome? Can I export my video?			Publishing and editing (see english journalistic writing)

Computing Year 6	Design their own game including sprites, backgrounds, scoring and/or timers. Use conditional statements, loops, variables and broadcast messages in the game. The game finishes when a player wins or loses and they must know they have won or lost. Evaluate the effectiveness of the game and debug as required.			Can I create data collection forms and enter data from these? Can I understand how to check for and spot inaccurate data? Can I know which formulas to use when I want to change my spreadsheet model? Can I make graphs from the calculations on my spreadsheet? Can I sort and filter information? Can I understand that changing the numerical data effects a calculation? Can I present and answer questions about my data?		Publishing and editing (see english journalistic writing)
Art		Graffiti Select and record ideas from first-hand observation, experience and imagination, and explore ideas for	Develop skills in using clay including slabs, coils, slips, etc. Create sculpture and constructions with increasing independence	Describe the different qualities involved in modelling, sculpture and construction. Use recycled, natural and manmade materials to create sculpture. Create sculpture and constructions with		

		different purposes. Question and make thoughtful observations about starting points and the processes they will use. Select ideas to use in their work, taking influence from artists, cultures and historical periods. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.	Plan a sculpture through drawing and other preparatory work. Use clay to create sculpture	increasing independence Create a sculpture from recycled materials		
History	How did the Romans keep the law? How did the Anglo-Saxons bring Law and order to Britain?			I can use relevant dates and terms. I can sequence up to 10 events on a time line		

	Can I suggest ways in which crime changes over time? Can I compare crime and punishment in the Medieval and Tudor times? How did crime change after the Tudor times? How were criminals punished in the Victorian times? How have prisons changed over time?			I can make connections within and across periods.		
Geography		Land use changes over time linking to Holes using digital mapping.		Can I use fieldwork to observe, measure and record data? Quality of Life survey around Dinton (Waddesdon Manor/Windmill Hill Sculptures)	Can I identify the key topographical features of volcanoes and earthquakes? Can I use digital/computer mapping to locate countries and describe features. Can I use fieldwork to observe, measure and record data. Can I describe and understand human geography in terms of economic activity, trade	Can I describe and understand key aspects of biomes and vegetation belts? (see English)

					links, distribution of natural resources?	
DT	Security system using electronics		Food sculptures (bread)		Make a DIY seismograph? CAMS? https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/earth-matters/earthquakes/	
RE Year 5	**Key Questions** Do Muslims need the Qu'Ran?	**Incarnation** – Jesus the Messiah	Does the **community** of the Mosque help Muslims lead better lives?	**Salvation** What did Jesus do to save human beings?	**Gospel** What would Jesus do?	**Creation/Fall** Creation and Science: Conflicting or complimenting?
RE Year 6	**People of God**- How can following God bring freedom and Justice?	**Incarnation** – Jesus the Messiah – Digging deeper	Do clothes express **belief**?	**Salvation** What difference does resurrection make to Christians?	Can we know what **God** is like?	**Kingdom of God**: What kind of king is Jesus?
Music Year 5	Livin' on a Prayer by Bon Jovi: children develop an understanding of Rock history and use computers to compose music with specific criteria, which they play live with their choice of instruments. Children will sing songs in unison in	Fresh Prince of Bel Air Rap: Children will use the rhythms of the Fresh Prince of Bel Air to create their own raps based upon Crime and Punishment	Winter by Vivaldi- children will create wintry music using motifs in Vivaldi's music and descriptive vocabulary from the sonnets which inspired the concerto. BBC 10 pieces	Dancing in the Street by Martha and the Vandellas: Children will use instruments to create 3 note compositions based upon Dancing in the Street. Charanga	Production songs: Children will learn songs to be sung in the production, incorporating music and dance where appropriate.	Production songs: Children will learn songs to be sung in the production, incorporating music and dance where appropriate.

	order to rehearse and present a performance with an awareness of audience. Children will play tuned instruments using musical vocabulary of dynamics to describe how they have changed the music. Charanga					
Music Y6	Happy Happy: children develop an understanding of Pop and Soul and use computers to compose music, which they will play with a range of instruments To sing solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. To create and improvise melodic and rhythmic phrases as part of a group performance and	Ukulele - Charanga Children will learn to hold and play the Ukulele in the correct way, sing a simple song and strum open string patterns rhythmically and in time; pluck open strings. To begin playing chord of C and begin to play chord F. To play and sing a two chord piece using	Ravi Shankar – BBC Trailblazers Symphony by Ravi Shankar. Using the piece as inspiration, children will learn to play and perform in ensemble contexts, using voices and playing musical instruments. They will also improvise and compose music for a range of purposes using the interrelated dimensions of music and listen with attention to detail and recall sounds with	Charanga Music and Identity A unit of work that aims to embed the role of women in music into the thinking of children and young people of all genders. It includes contextual listening of the artists' work, video interviews and an option for pupils to create their own music based on their learning. The unit features empowering and inspirational female role models such as Anna Meredith, ESKA, Shiva Feshareki and YolanDa Brown,	Production songs: Children will learn songs to be sung in the production, incorporating music and dance where appropriate.	Production songs: Children will learn songs to be sung in the production, incorporating music and dance where appropriate.

	compose by developing ideas within a range of given musical structures	either F and C or C and G7. Choose a song to play, rehearse and perform.	increasing aural memory. BBC 10 Pieces - Trailblazers To think about the audience when performing and how to create a specific effect To develop an understanding of the history of music from different cultures, traditions, composers and musicians. Evaluating how venue, occasion and purpose effects the way that music is created and performed. To use and apply a range of musical notations including staff notation to plan, revise and refine musical material To describe, compare and evaluate different types of music using	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence To develop an understanding of the history of music from different cultures, traditions, composers and musicians. Evaluating how venue, occasion and purpose effects the way that music is created and performed		

			a range of musical vocabulary including the inter-related dimensions of music			
French Year 5	**Chez moi** Understand and use nouns for rooms of the house; say whether they live in a town or village/ a house/flat and where it is. Describe their house in terms of rooms. Create a longer spoken or written passage using previously learnt language (incorporating personal details such as their name and age).	**Les planetes** Name and recognise the planets in French on a solar system map and create own labelled map. Recognise and use the names of the planets together with basic adjectives, using the rules of adjectival agreement. Write short sentences about the planets (size, colour, moons) using la plus loin, la plus proche, a cote de to denote location.	**En ville** Understand and use nouns for buildings, prepositions (a cote de, pres de, en face de) to express location, give directions in town using verbs TOURNER, PRENER, create a town map and write short sentences to describe buildings within your town, direct your partner from school to the church.	**En ville** Grammar Focus using topic of En ville. Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Conjugate in French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French a regular –RE verb.	**Moi dans le monde** Learn about the countries in the Francophone world and their festivals (religious and non-religious). Compare and contrast people in these countries (France, Canada, Haiti, Sierra Leone).Link together with idea that we all need to protect our planet. Grammar - How to use “à” (when talking about living IN a city) and “en/au/aux” (when talking about living IN a country).	**La Revolution francaise – Bastille Day** **Shopping in the supermarket** Role play shopper and shopkeeper Research website of a french hypermarche (Leclerc, Carrefour) Write a shopping list.
Follow and give simple instructions and descriptions (date, weather, what they are wearing); say, read and write the date in French and use numbers from 1-100 in multiples of 10 and 0-31 with confidence; take part in short conversations to make statements and present information; understand and communicate simple						

descriptions; read and answer questions on slightly longer text; understand the concept of gender; understand what a conjugated verb looks like and use the first and third person singular (Je and Il/Elle); begin to understand adjectival agreement and the concept of du, de la and de l'; use the negative form and basic connectives						
French Year 6	**Chez moi** Understand and use nouns for rooms of the house; say whether they live in a town or village/ a house/flat and where it is. Describe their house in terms of rooms. Create a longer spoken or written passage using previously learnt language (incorporating personal details such as their name and age).	**Les planetes** Name and recognise the planets in French on a solar system map and create own labelled map. Recognise and use the names of the planets together with basic adjectives, using the rules of adjectival agreement. Write short sentences about the planets (size, colour, moons) using la plus loin, la plus proche, a cote de to denote location.	**En ville** Understand and use nouns for buildings, prepositions (a cote de, pres de, en face de) to express location, give directions in town using verbs TOURNER, PRENER, create a town map and write short sentences to describe buildings within your town, direct your partner from school to the church.	**En ville** Grammar Focus using topic of En ville. Recognise and understand what a pronoun is in both English and French and be able to say what the key personal pronouns are in French. Understand what a verb is in both English and French and how to then create a stem and work out the endings for regular –ER, -IR and -RE verbs. Conjugate in French a regular –ER verb. Conjugate in French a regular –IR verb. Conjugate in French a regular –RE verb.	**Moi dans le monde** Learn about the countries in the Francophone world and their festivals (religious and non-religious) Compare and contrast people in these countries (France, Canada, Haiti, Sierra Leone).Link together with idea that we all need to protect our planet. Grammar - How to use "à" (when talking about living IN a city) and "en/au/aux" (when talking about living IN a country).	**La Revolution francaise – Bastille Day** **Shopping in the supermarket** Role play shopper and shopkeeper Research website of a french hypermarche (Leclerc, Carrefour) Write a shopping list.
Understand and begin to use numbers to 100 in different contexts (date, age, prices); tell the time including on the hour, half past, quarter past and to; express opinions orally and in writing (food, hobbies, school subjects); understand and use transitional language (in role play); use adjectives to expand sentences and use correct adjectival agreement; use a variety of connectives (apres, aussi, plus tard, finalement)						

Read, understand and answer more detailed questions on a variety of topics; use subject knowledge and language skills to decode longer passages of text in cross-curricular topics; understand what a fully conjugated verb looks like and identify the stem of the verb; write longer sentences using a word bank; initiate and sustain simple conversations on familiar topics.						
PE **Year 5**	**Tag rugby (Games)** Refine passing and moving to create attacking opportunities Explore different passes that can be used to outwit defenders Refine defending as a team Create and apply defending tactics. Develop officiating **Outdoor and adventurous activities (OAA)** I am an effective team member	**Invasion: Football** Refine dribbling and passing to maintain possession Introduce and develop defending Develop shooting Refine attacking skills, passing, dribbling and shooting, introduce officiating **Dance – linked to Topic** To create and perform an individual dance that reflects a chosen style.	**Invasion: Netball** Refine passing and receiving Apply passing, footwork and shooting into mini games, introduce officiating Introduce defending Explore the function of other passing styles **Gym: Counterbalance and Tension** Counterbalance & Counter Tension Introduction to counterbalance Application of counterbalance learning onto apparatus Sequence formation Counter Tension Sequence completion.	**Invasion: Hockey** Develop defending; block and tacking Recap and refine dribbling and passing to create attacking opportunities Refine attacking skills, passing dribbling and shooting Refine defending skills developing transition from defence to attack **Dance – linked to Topic** To create and perform an individual dance that reflects a chosen style.	**Striking and fielding: Rounders** Develop fielding tactics maximising players Understand what happens if the batter misses the ball Refine fielding tactics, what players where? Applying tactics in mini games **Net/Wall (Tennis)** Introduce/develop the volley Controlling the game from the serve Doubles, understanding and applying tactics to win a pint	**Striking and fielding: Cricket** Refine batting, understand and develop batting and bowling tactics Refine fielding stooping, catching and throwing Combine bowling and fielding creating and applying tactics Introduce umpiring and scoring **Athletics** To use correct technique to run at speed. To demonstrate good techniques in a competitive situation. Finishing a race Evaluating our performance Sprinting: My personal best Relay changeovers Shot Put Introducing the hurdles

						Swimming – non-swimmers Sports' Day To take part in inter-school sports.

PE **Year 6**	**Invasion: Tag Rugby** Consolidate passing and moving Consolidate defending Create, understand and apply attacking/defending tactics in game situations Consolidate attacking and defending in mini games **Invasion: Football** Consolidate keeping possession, develop officiating Consolidate defending Organise formations and mange teams Organise formations decide tactics, manage reams and officiate games	**Indoor sport (net and wall)** To use good hand/eye co-ordination to pass and receive a ball successfully **Dance – linked to Topic** To create, identify patterns and actions, practise and perform an individual dance that reflects a chosen style	**Invasion: Netball** Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations **Gym: Matching & Mirroring** Introduction to matching/mirroring Application of matching/mirroring learning onto apparatus Sequence development	**Invasion: Hockey** Consolidate keeping possession, develop officiating Consolidate defending Create, understand and apply attacking/defending tactics in game situations **Outdoor and adventurous activities (OAA)** I am an effective team Member. I embrace leadership and team roles I can gain the commitment and respect of my team Develop strong listening skills. Use and interpret simple maps.	**Striking and fielding: Rounders** Introduction to full rounders Consolidate fielding tactics Refine our understanding of what happens if the batter misses or hits the ball backwards Batting considerations To run throw and catch. To develop a safe and effective overarm throw **Net/Wall: Tennis** Game application Game application, mixed ability doubles, round robin games	**Striking and fielding: Cricket** Consolidate batting/ fielding/bowling Create, understand and apply attacking/defensive tactics in game **Athletics** To investigate running styles and changes of speed. To utilise all the skills learned in this unit in a competitive situation. Running for speed competition Running for distance competition Throwing competition Jumping competition **Swimming – non-swimmers** **Sports' Day** To take part in inter-school sports.
Relationships Education	**Me and my relationships**	**Valuing Difference**	**Keeping Myself Safe**	**Rights and Responsibilities**	**Being my best**	**Growing and Changing**

Year 5						
Relationships Education Year 6	**Being my Best**	**Keeping Myself Safe**	**Valuing Difference**	**Rights and Responsibilities**	**Me and My Relationships**	**Growing and Changing**