

## Whole Year Curriculum Map – Oak Class Year 5/6 2021 / 2022

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Values and Theme	Christian Value across the Term	Faith	Compassion	Love	Forgiveness	Kindness	Respect
	Whole School Theme	What A Wonderful World		Horrible Histories		Blank Canvas	
	Theme days, Trips, Visitors, Enrichment Activities	“Maya Civilization” <ul style="list-style-type: none"> <li>History Experience Day</li> </ul>		“World War Two” <ul style="list-style-type: none"> <li>Dover Castle</li> </ul>		“Ancient Greece” “Impressionism” <ul style="list-style-type: none"> <li>Art Gallery</li> <li>Deal Music and Arts Concerts</li> </ul>	
Forest School		<b>FOREST SCHOOL – Weekly, Half Day Sessions throughout the Year</b>					
Oak Class, Year 5/6	Maths (White Rose)	<u>Number</u> <ul style="list-style-type: none"> <li>Place Value</li> </ul> <u>Number</u> <ul style="list-style-type: none"> <li>Addition &amp; Subtraction</li> </ul> <u>Number</u> <ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>Multiplication &amp; Division</li> </ul> <u>Number</u> <ul style="list-style-type: none"> <li>Fractions</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>Decimals and Percentages</li> </ul> <u>Measurement</u> <ul style="list-style-type: none"> <li>Converting Units</li> </ul>	<u>Number</u> <ul style="list-style-type: none"> <li>F,D,P consolidation (Yr 5)</li> <li>Algebra (Yr 6)</li> </ul> <u>Measurement</u> <ul style="list-style-type: none"> <li>Perimeter and area</li> </ul> <u>Statistics</u> <ul style="list-style-type: none"> <li>Charts and Tables (Yr 5)</li> <li>Ratio (Yr 6)</li> </ul>	<u>Statistics</u> <ul style="list-style-type: none"> <li>Line graphs</li> </ul> <u>Geometry</u> <ul style="list-style-type: none"> <li>Volume and Properties of Shape</li> </ul> <u>Geometry</u> <ul style="list-style-type: none"> <li>Position and direction</li> </ul>	<u>Consolidation and Investigations</u>
	Literacy	<u>Holes</u> <u>Non-Narrative</u> <ul style="list-style-type: none"> <li>Information Text</li> </ul> <u>Narrative</u> <ul style="list-style-type: none"> <li>Poetry</li> </ul>	<u>Holes</u> <u>Non-Narrative</u> <ul style="list-style-type: none"> <li>Procedure</li> </ul> <u>Narrative</u> <ul style="list-style-type: none"> <li>Historical Narrative</li> </ul>	<u>Carries War</u> <u>Non-Narrative</u> <ul style="list-style-type: none"> <li>Balanced Argument</li> </ul> <u>Narrative</u> <ul style="list-style-type: none"> <li>Informal letter (fictional)</li> </ul>	<u>Carries War</u> <u>Non- Narrative</u> <ul style="list-style-type: none"> <li>Formal Persuasive letter</li> </ul> <u>Narrative</u> <ul style="list-style-type: none"> <li>Poetry</li> </ul>	<u>Who Let The Gods Out</u> <u>Non-Narrative</u> <ul style="list-style-type: none"> <li>Description</li> </ul> <u>Narrative</u> <ul style="list-style-type: none"> <li>Myths and Legends</li> </ul>	<u>Who Let The Gods Out</u> <u>Non-Narrative</u> <ul style="list-style-type: none"> <li>Biography</li> </ul> <u>Narrative</u> <ul style="list-style-type: none"> <li>Story writing (from a picture)</li> </ul>
	Text Writing Genre						

	<b>R.E. (Understanding Christianity)</b>	<b>God</b> What does it mean if God is loving and holy?	<b>Incarnation</b> Was Jesus the Messiah?	<b>People of God</b> How can following God bring freedom and justice?	<b>Salvation</b> What did Jesus do to save human beings?	<b>Judaism</b> What does it mean to be Jewish in Britain today?	<b>Islam</b> What does it mean to be a Muslim in Britain today?
	<b>History</b>	<b><u>Non-European Society: Maya Civilization c. AD 900</u></b> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British History</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> </ul>	<b><u>Non-European Society: Maya Civilization c. AD 900</u></b> <ul style="list-style-type: none"> <li>a non-European society that provides contrasts with British History</li> <li>know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</li> </ul>	<b><u>World War Two</u></b> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> <li>a significant turning point in British history</li> </ul>	<b><u>World War Two</u></b> <ul style="list-style-type: none"> <li>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</li> <li>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> <li>a significant turning point in British history</li> </ul>	<b><u>Ancient Greece</u></b> <ul style="list-style-type: none"> <li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> </ul>	<b><u>Impressionism</u></b> <ul style="list-style-type: none"> <li>Learn about great artists, architects and designers in history</li> </ul>
	<b>Geography</b>	<b><u>Locational Knowledge</u></b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <b><u>Place Knowledge</u></b> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul>	<b><u>Human and Physical Geography</u></b> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <b><u>Geographical Skills and Fieldwork</u></b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<b><u>Geographical Skills and Fieldwork</u></b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <b><u>Locational Knowledge</u></b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<b><u>Locational Knowledge</u></b> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<b><u>Locational Knowledge</u></b> <b><u>Human and Physical Geography</u></b> <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<b><u>Geographical Skills and Fieldwork</u></b> <ul style="list-style-type: none"> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</li> </ul>
	<b>Science</b>	<b><u>Animals Including Humans</u></b>	<b><u>Electricity</u></b>	<b><u>Living Things and Their Habitats</u></b>	<b><u>States of Matter</u></b>	<b><u>Light</u></b>	<b><u>Scientific Investigations</u></b>

		<ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>	<ul style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>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</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>	<ul style="list-style-type: none"> <li>Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	<ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	Variety of practical scientific investigations to consolidate learning.  <b>Working Scientifically</b> <ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> </ul>
	<b>Art &amp; Design</b>	<b>Mayan Art</b> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas <b>(ongoing)</b></li> </ul>	<b>Mayan Art</b> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</li> </ul>	<b>World War Two Art</b> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</li> </ul>	<b>World War Two Art</b> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</li> </ul>	<b>Ancient Greece Art</b> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</li> </ul>	<b>Impressionism</b> <ul style="list-style-type: none"> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example,</li> </ul>

		<ul style="list-style-type: none"> <li>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]</li> <li>learn about great artists, architects and designers in history</li> </ul>	pencil, charcoal, paint, clay]	pencil, charcoal, paint, clay]	pencil, charcoal, paint, clay]	pencil, charcoal, paint, clay]	<ul style="list-style-type: none"> <li>learn about great artists, architects and designers in history</li> </ul>	<ul style="list-style-type: none"> <li>learn about great artists, architects and designers in history</li> </ul>
	<b>Computing</b>	<ul style="list-style-type: none"> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact (<b>ongoing</b>)</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content (<b>ongoing</b>)</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<ul style="list-style-type: none"> <li>use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	
	<b>Design &amp; Technology (including Forest School)</b>	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in</li> </ul>	<p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul>	<p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional</li> </ul>	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches,</li> </ul>	<p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> </ul>	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped to shape the world</li> </ul>	

		<p>design and technology have helped to shape the world</p>		<p>properties and aesthetic qualities</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>	<p>cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped to shape the world</li> </ul>	<ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped to shape the world</li> </ul>	
	<p><b>Languages</b></p> <p><b>French</b></p>	<p><b>“Where in the World?”</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding (<b>ongoing</b>)</li> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>describe people, places, things and actions orally and in writing</li> </ul>	<p><b>“Where in the World?”</b></p> <ul style="list-style-type: none"> <li>describe people, places, things and actions orally and in writing</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li> </ul>	<p><b>“Time Travelling”</b></p> <ul style="list-style-type: none"> <li>present ideas and information orally to a range of audiences</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>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,</li> </ul>	<p><b>“Time Travelling”</b></p> <ul style="list-style-type: none"> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> </ul>	<p><b>“That’s Tasty!”</b></p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> </ul>	<p><b>“That’s Tasty!”</b></p> <ul style="list-style-type: none"> <li>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>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</li> </ul>



				to build sentences; and how these differ from or are similar to English			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
	<b>Music (Including Trumpet/Cornet lessons)</b>	<u><b>Mayan/American Inspiration</b></u> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</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> <li>use and understand staff and other musical notations</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>develop an understanding of the history of music</li> </ul>	<u><b>Mayan/American Inspiration</b></u> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</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> <li>use and understand staff and other musical notations</li> </ul>	<u><b>World War Two Inspiration</b></u> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</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> <li>use and understand staff and other musical notations</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>develop an understanding of the history of music</li> </ul>	<u><b>World War Two Inspiration</b></u> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</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> <li>use and understand staff and other musical notations</li> </ul>	<u><b>Bold As/Deal Music and Arts</b></u> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</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> <li>use and understand staff and other musical notations</li> </ul>	<u><b>Bold As/Deal Music and Arts</b></u> <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</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> <li>use and understand staff and other musical notations</li> </ul>
	<b>PE</b>	<u><b>Fitness/ Gymnastics</b></u> <ul style="list-style-type: none"> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)</li> </ul>	<u><b>Lacrosse</b></u> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<u><b>Basketball</b></u> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<u><b>Hockey</b></u> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<u><b>Striking and fielding</b></u> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games where appropriate and apply basic principles suitable for attacking and defending</li> </ul>	<u><b>Athletics</b></u> <ul style="list-style-type: none"> <li>use running, jumping, throwing and catching in isolation and in combination</li> <li>play competitive games where appropriate and apply basic principles suitable for attacking and defending</li> <li>develop flexibility, strength, technique, control and balance</li> <li>compare performances with previous ones and demonstrate improvement to achieve their best</li> </ul>
	<b>PSHE (JIGSAW)</b>	<u><b>Being Me</b></u>	<u><b>Celebrating Differences</b></u>	<u><b>Dreams and Goals</b></u>	<u><b>Healthy Me</b></u>	<u><b>Relationships</b></u>	<u><b>Changing Me</b></u>