

TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Reading</b></p> <p>A full breakdown of Y5 Reading objectives can be found <a href="#">here</a>.</p> <p><i>Note: an additional 15 minutes of independent reading takes place daily and there is a whole class read at the end of each day.</i></p>	<p><b>Focus text:</b> 'Good Night Stories for Rebel Girls' by Eleni Favilli and Francesca Cavallo</p> <p><b>Genres:</b> Biography</p> <p><b>Reading focuses:</b></p> <ul style="list-style-type: none"> <li>• Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence.</li> <li>• Make comparisons within and across books.</li> </ul>	<p><b>Focus text:</b> 'Hansel and Gretel' by Neil Gaiman and Lorenzo Mattotti</p> <p><b>Genres:</b> Fiction: traditional tale</p> <p><b>Reading focuses:</b></p> <ul style="list-style-type: none"> <li>• Evaluate authors' language choice, including figurative language</li> <li>• Identify and discuss themes and conventions</li> <li>• Summarise main the main ideas from more than one paragraph</li> </ul>	<p><b>Focus text:</b> 'Odd and the Frost Giants' by Neil Gaiman</p> <p><b>Genres:</b> Fiction: myths &amp; legends</p> <p><b>Reading focuses:</b></p> <ul style="list-style-type: none"> <li>• Draw inferences (inferring characters' feelings, thoughts and motives from their actions) and justify with evidence.</li> <li>• Make comparisons within and across books.</li> </ul>	<p><b>Focus text:</b> 'Exploring Space' by The Literacy Company</p> <p><b>Genres:</b> Information, film</p> <p><b>Reading focuses:</b></p> <ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Summarise the main ideas from more than one paragraph, identifying key details.</li> <li>• Distinguish between fact and opinion</li> </ul>	<p><b>Focus text:</b> 'Pollution: a look behind the scenes' by The Literacy Company</p> <p><b>Genres:</b> Persuasion/Information</p> <p><b>Reading focuses:</b></p> <ul style="list-style-type: none"> <li>• Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> </ul>	<p><b>Focus text:</b> 'African Tales: A Barefoot Collection' by Gcina Mhlophe &amp; Rachel Griffin</p> <p><b>Genres:</b> Information</p> <p><b>Reading focuses:</b></p> <ul style="list-style-type: none"> <li>• Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence.</li> <li>• Evaluate authors' language choice, including figurative language.</li> <li>• Identify and discuss themes and conventions.</li> </ul>

<p><b>Writing</b></p> <p>A full breakdown of Y5 Writing objectives can be found <a href="#">here</a>.</p>	<p><b>Focus text:</b> 'Queen of the Falls' by Chris Van Allsburg</p> <p><b>Writing outcome:</b> Recount - Diary</p> <p><b>Writing focuses:</b></p> <ul style="list-style-type: none"> <li>• Engage reader through use of description, feelings and opinions.</li> <li>• Use adverbs and fronted adverbials.</li> <li>• Use rhetorical questions to engage reader.</li> <li>• Use consistent 1st person.</li> <li>• Write in consistent tense.</li> <li>• Organise paragraphs around a theme.</li> </ul>	<p><b>Focus text:</b> 'The Lost Happy Endings' by by Carol Ann Duffy and Jane Ray</p> <p><b>Writing outcome:</b> Fiction – Traditional tale</p> <p><b>Writing focuses:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Describe settings, characters and atmosphere.</li> <li>• Use of inverted commas and other punctuation to punctuate direct speech..</li> <li>• Engage reader through selecting effective grammar and vocabulary e.g. manipulating sentence length, figurative language</li> <li>• Use paragraphs to vary pace and emphasis.</li> </ul>	<p><b>Focus text:</b> 'Arthur and the Golden Rope' by Joe Todd-Stanton</p> <p><b>Writing outcome:</b> Fiction - Myth</p> <p><b>Writing focuses:</b></p> <ul style="list-style-type: none"> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</li> <li>• Link ideas across paragraphs using adverbials.</li> <li>• Use dialogue to move action forward.</li> <li>• Use paragraphs to vary pace and emphasis.</li> <li>• Use commas to clarify meaning and avoid ambiguity in writing.</li> </ul>	<p><b>Focus text:</b> 'The Darkest Dark' by Chris Hadfield</p> <p><b>Writing outcome:</b> Recount - Biography</p> <p><b>Writing focuses:</b></p> <ul style="list-style-type: none"> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use thematic language specific to the subject.</li> <li>• Use formal language appropriately.</li> <li>• Link ideas across paragraphs using adverbials and tense choices.</li> <li>• Variety of verb forms used correctly and consistently.</li> <li>• Use commas to clarify meaning and avoid ambiguity in writing.</li> <li>• Engage reader through use of description, feelings and opinions.</li> </ul>	<p><b>Focus text:</b> 'The Paperbag Prince' by Colin Thompson</p> <p><b>Writing outcome:</b> Persuasive / Information Poster (hybrid text)</p> <p><b>Writing focuses:</b></p> <ul style="list-style-type: none"> <li>• Use modal verbs to indicate degrees of possibility.</li> <li>• Use devices to build cohesion within a paragraph.</li> <li>• Choose the appropriate register.</li> <li>• Use brackets, dashes or commas to indicate parenthesis (recap).</li> <li>• Enhance meaning through selecting appropriate grammar and vocabulary.</li> <li>• Use commas to clarify meaning and avoid ambiguity in writing.</li> <li>• Use persuasive language: quotes and rhetorical questions.</li> </ul>	<p><b>Focus text:</b> 'The Hunter' By Paul Geraghty</p> <p><b>Writing outcome:</b> Fiction: Adventure Story</p> <p><b>Writing focuses:</b></p> <ul style="list-style-type: none"> <li>• Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</li> <li>• Adverbs to indicate degrees of possibility.</li> <li>• Use a wider range of devices to build cohesion across paragraphs.</li> <li>• Link ideas using tense choices.</li> <li>• Powerful, evocative language for settings and characters.</li> <li>• Combine action, dialogue and description.</li> <li>• Develop and keep characters consistent through description.</li> </ul>
---	---	---	--	---	--	---

<b>Handwriting</b>  A full breakdown of Y5 Handwriting objectives can be found <a href="#">here</a> .	<p>To write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.</li> <li>choosing which shape of a letter to use when given choices.</li> </ul>					
<b>Mathematics</b>  A full breakdown of Y5 Mathematics objectives can be found <a href="#">here</a> .	<b>Number:</b> Place Value  <b>Number:</b> Addition and Subtraction  <b>Statistics</b>	<b>Number:</b> Multiplication and Division  <b>Measurement:</b> Perimeter and Area	<b>Number:</b> Multiplication and Division  <b>Number:</b> Fractions	<b>Number:</b> Decimals and Percentages  <b>Statistics</b>	<b>Number:</b> Decimals  <b>Geometry:</b> Properties of Shape  <b>Geometry:</b> Position and Direction	<b>Measurement:</b> Converting Units  <b>Measurement:</b> Volume
<b>Religious Education</b>	<b>How and why do Christians read the Bible?</b>	<b>Christmas: the Gospels of Matthew &amp; Luke</b>  <b>Christmas: around the world</b>	<b>Jesus: the Teacher</b>	<b>Why do Christians believe that Easter is a celebration of victory?</b>  <b>Pentecost: what happened next?</b>	<b>Exploring the lives of significant women in the Old Testament</b>	<b>Exploring Loss, Death &amp; Christian Hope</b>  <b>Daniel: did he make the right choice?</b>
<b>Science</b>  A full breakdown of Y5 Science objectives can be found <a href="#">here</a> .	<b>Earth and Space</b>  During this unit of work, children will learn that the Earth is part of the solar system and that the Sun is at the centre of that system. They will learn the names of the other planets (based on their distance from the Sun) and be able to describe the movement of Earth (and other planets)	<b>Materials</b>  During this unit of work, children will consolidate previous learning by revisiting the properties of solids, liquids and gases; learn to describe the properties of materials using scientific language; investigate which materials make the best thermal insulators; and	<b>Living things and their Habitats</b>  During this unit of work, children will learn the seven life processes that distinguish living from non-living things. They will consolidate and extend previous learning on the life cycles of plants and animals, comparing and describing differences in the	<b>Super Science Experiments</b>  <b>Inspirational Scientists</b>  <b>British Science Week</b>	<b>Animals including Humans</b>  During this unit of work, children will learn about the different stages of the human life cycle. They will discuss a simple timeline first before going into more depth about what happens in the womb, during puberty and when you are older.	<b>Forces and Magnets</b>  During this unit of work, children will consolidate and extend their knowledge of forces by naming individual forces (e.g. gravity, friction, up thrust). They will extend their knowledge of frictional forces (air resistance and water resistance) and plan fair test investigations to discover which shoe has the greatest friction and which shapes offer the most water resistance. They will learn how forces can be helpful

	<p>in relation to the Sun. Children will discover why there is day and night on Earth and relate this to time. They will plan an investigation to answer the question - what happens to the Sun during the daytime? Children will also gain an understanding of the phases of the Moon and be able to describe the Moon's movement in relation to the Earth.</p>	<p>which materials are magnetic. Children will be introduced to key scientific vocabulary to describe the properties of materials (e.g. soluble and insoluble) and investigate how to separate materials using these properties. They will be able to name separation methods (filtering, sieving, evaporation, magnets) and decide on the most efficient method for separating a mixture of materials. They will be able to describe change as reversible or irreversible.</p>	<p>life cycles of mammals, amphibians, reptiles, birds and insects. They will learn how animals and plants reproduce; comparing differences and similarities between five different animal groups.</p>			<p>and unhelpful in various scenarios and identify the forces involved in each scenario. They will learn what a mechanism is and how pulleys, levers and gears are used to allow a smaller force to have a greater effect.</p>
<p><b>Art &amp; Design</b></p> <p>A full breakdown of KS2 Art &amp; Design objectives can be found <a href="#">here</a>.</p>	<p><b>Drawing: I Need Space</b></p> <ul style="list-style-type: none"><li>- Explore the purpose and effect of imagery.</li><li>- Understand and explore decision making in creative processes</li><li>- Develop drawn ideas through printmaking.</li><li>- Test and develop ideas using sketchbooks.</li><li>- Apply understanding of drawing processes to revisit and improve ideas.</li></ul>	<p><b>Painting and Mixed Media: Portraits</b></p> <ul style="list-style-type: none"><li>- Explore how a drawing can be developed.</li><li>- Combine materials for effect.</li><li>- identify the features of self-portraits.</li><li>- Develop ideas towards an outcome by experimenting with materials and techniques.</li><li>- Apply knowledge and skills to create a mixed-media self-portrait.</li></ul>	<p><b>Craft and design: Architecture</b></p> <ul style="list-style-type: none"><li>- Sketch a house from first-hand or second-hand observation.</li><li>- Use basic shapes to place key features and form the composition, measuring to work out proportions.</li><li>- Notice small details to incorporate into the drawing by observing.</li><li>- Select a section of their drawing that creates an interesting composition, with a variety of patterns, lines and texture.</li><li>- Give constructive feedback to others about their monument designs.</li></ul>			

<p><b>Computing</b></p> <p>A full breakdown of KS2 Computing objectives can be found <a href="#">here</a>.</p>	<p><b>YouTuber</b></p> <p><b>Programme Focus:</b> Book Creator, iMovie, QR Code Reader</p> <p>• The children will learn about what being a “YouTuber” means; the positives and <b>negatives</b>; safety tips and they will create their own video blog (vlog).</p>	<p><b>My Online Life</b></p> <p><b>Programme Focus:</b> Book Creator</p> <p>• The children will explore the objectives as set out by UKCCIS 'Education for a Connected World Framework'.</p>	<p><b>STEM Challenges</b></p> <p><b>Programme Focus:</b> Book Creator, Microsoft Word, Microsoft Powerpoint, iBooks Author, Seesaw</p> <p>• In a series of creative STEM challenges, the children will tackle code, maths, art, DT and lots of problem solving.</p>	<p><b>Making AR Games</b></p> <p><b>Programme Focus:</b> Book Creator, Quiver, plickers, HPReveal, QR Code Reader</p> <p>• The children will be introduced to the world of Augmented Reality (AR). They will then be set the task of designing and creating game that uses AR.</p>	<p><b>Video Game Music Composer</b></p> <p><b>Programme Focus:</b> Music Maker Jam, Garage Band, Seesaw, www.audiotool.com</p> <p>• The children will learn about audio recording and will write and record their own songs.</p>	<p><b>News Reporter and Podcaster</b></p> <p><b>Programme Focus:</b> Book Creator, Garage Band, Anchor</p> <p>• The children will produce their own podcasts to publish online.</p>
<p><b>Design &amp; Technology</b></p> <p>A full breakdown of KS2 Design &amp; Technology objectives can be found <a href="#">here</a>.</p>	<p><b>Electrical Systems: Doodlers</b></p> <ul style="list-style-type: none"><li>- Understand how motors are used in electrical products.</li><li>- Investigate an existing product to determine the factors that affect the product's form and function.</li><li>- Put findings from research into practice to develop an improved product.</li><li>- Develop a diy kit for another individual to assemble their product.</li></ul>		<p><b>Mechanical Systems: Making a Pop-Up Book</b></p> <ul style="list-style-type: none"><li>- Design a pop-up book</li><li>- Follow my design brief to make my pop up book</li><li>- Use layers and spacers to cover the working of mechanisms</li><li>- Create a high-quality product suitable for a target user</li></ul>		<p><b>Cooking and Nutrition: What could be healthier?</b></p> <ul style="list-style-type: none"><li>- Understand where food comes from</li><li>- Understand the term 'healthy'</li><li>- Adapt a traditional recipe</li><li>- Complete a food product</li></ul>	
<p><b>Geography</b></p> <p>A full breakdown of KS2 Geography objectives can be found <a href="#">here</a>.</p>	<p><b>What is life like in South America?</b></p> <p><b>Local Links: Merseyside beaches</b></p> <p>• Find out about the location and countries of South America.</p>		<p><b>Is Scandinavia worth exploring?</b></p> <p>• Locate Scandinavia's countries and major cities on a world map.</p>		<p><b>How does Japan differ to the United Kingdom?</b></p> <p><b>Local Links: Liverpool docks and Osaka docks</b></p> <p>• Know where Japan is in the world.</p>	

	<ul style="list-style-type: none"> <li>• Find out about the climate in South America.</li> <li>• Find out about the major mountain ranges of South America.</li> <li>• Find out about the human geography of Rio de Janeiro and compare with Liverpool.</li> <li>• Find out about trade and industry in Rio de Janeiro and compare it with Liverpool.</li> <li>• Carry out an in-depth study of Rio de Janeiro (Copacabana Beach and compare with Liverpool (Formby/Ainsdale Beach etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the climate and weather of Scandinavia.</li> <li>• Explore the physical features of Scandinavia.</li> <li>• Explore some aspects of the human geography of Scandinavia.</li> <li>• Be able to compare and contrast Formby with a town in Denmark/Norway/Sweden.</li> <li>• Be able to plan a tourist visit to the above Scandinavian destination.</li> </ul>	<ul style="list-style-type: none"> <li>• Use latitude and longitude to describe the position of Japan, and other countries on a map.</li> <li>• Learn about how earthquakes occur and the impact they have on a location.</li> <li>• Identify the physical geography of Osaka and compare with Liverpool.</li> <li>• Explore the human geography of Osaka and compare with Liverpool.</li> <li>• Compare the life of a Japanese school child with a Trinity St. Peter's school child.</li> </ul>
<p><b>History</b></p> <p>A full breakdown of KS2 History objectives can be found <a href="#">here</a>.</p>	<p><b>Why should we remember the Maya?</b></p> <ul style="list-style-type: none"> <li>• To speculate and make deductions from a range of visual clues.</li> <li>• To appreciate the range of Mayan achievement.</li> <li>• To consider how they were one of the most sophisticated societies of their age.</li> <li>• To consider how the Maya were able to grow so strong in relation to the jungle terrain where they lived.</li> <li>• To explore what life was like at the height of the Mayan civilization.</li> <li>• To discover how we can possibly know what it was like there 1,000 years ago.</li> <li>• To explain why human sacrifice was practised in such a 'civilised' civilisation.</li> <li>• To understand that Mayan civilization was in decline at time of Saxon control in Britain.</li> </ul>	<p><b>How have the Ancient Greeks influenced us today?</b></p> <ul style="list-style-type: none"> <li>• To discover how we can possibly know so much about the Ancient Greeks who lived over 2,500 years ago.</li> <li>• To uncover what we can work out about everyday life in Ancient Athens from the pottery evidence that remains.</li> <li>• To explore why Athens was able to be so strong at this time.</li> <li>• To focus on what was so special about life in 5th Century BC Athens that makes us study it.</li> <li>• To investigate what we can tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics.</li> <li>• To connect the ways that the Ancient Greeks have influenced our lives today.</li> </ul>	<p><b>Were the Victorian times a 'Dark Age' or a 'Golden Age'?</b></p> <ul style="list-style-type: none"> <li>• To consider the main changes that took place in Formby during this time.</li> <li>• To compare and contrast town life to life in the countryside at this time (using Formby/Liverpool as the main example).</li> <li>• To consider the main changes in transport within Formby and whether everyone benefitted.</li> <li>• To understand that compulsory education came with the Victorians.</li> <li>• To make deductions from photographs and other sources about characteristic features of Victorian society, particularly within Formby and the local area.</li> <li>• To consider whether the Victorian times were a Dark Age or a Golden Age.</li> </ul>

<p><b>Modern Foreign Languages (Spanish)</b></p> <p>A full breakdown of KS2 Modern Foreign Languages (Spanish) objectives can be found <a href="#">here</a>.</p>	<p><b>Phonetics 3 &amp; Do you have a pet?</b></p> <ul style="list-style-type: none"> <li>• Know the nouns and indefinite articles for 8 common pets.</li> <li>• Ask somebody if they have a pet and give an answer back.</li> <li>• Say in Spanish what pet we have/do not have and give our pet's name.</li> <li>• Start to use the simple connectives y (and) and pero (but) to make more complex and interesting sentences.</li> </ul>	<p><b>What is the date?</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall the 12 months of the year in Spanish.</li> <li>• Ask what the date is and say the date in Spanish.</li> <li>• Ask somebody when their birthday is and say when their own birthday is in Spanish.</li> </ul>	<p><b>The Weather</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall the 9 weather expressions in Spanish from memory.</li> <li>• Ask what the weather is today and give a reply in Spanish.</li> <li>• Describe the weather in Spain, in Spanish using a weather map with symbols.</li> </ul>	<p><b>Clothes</b></p> <ul style="list-style-type: none"> <li>• Recognise and recall from memory 21 items of clothing.</li> <li>• Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.</li> <li>• Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.</li> </ul>	<p><b>Habitats</b></p> <ul style="list-style-type: none"> <li>• Say and write the key elements that animals and plants need to survive.</li> <li>• Name the 5 most common types of habitats.</li> <li>• Name an animal and a plant that live and grow in each type of habitat.</li> </ul>	<p><b>Olympics</b></p> <ul style="list-style-type: none"> <li>• Understand the key facts of the ancient and modern Olympics recounted in Spanish.</li> <li>• Learn 10 nouns and articles for common Olympic sports.</li> <li>• Explore the full present tense conjugation of the high frequency verb PRACTICAR.</li> <li>• Look at the adjectival changes involved when you describe a male Olympian or female Olympian.</li> </ul>
<p><b>Music</b></p> <p>A full breakdown of KS2 Music objectives can be found <a href="#">here</a>.</p>	<p><b>Clarinet</b></p> <ul style="list-style-type: none"> <li>- Pupils listen to a range of musical rhythms with focus, and can internalise and remember specific patterns.</li> <li>- Pupils understand the importance of posture when playing an</li> </ul>	<p><b>Clarinet</b></p> <ul style="list-style-type: none"> <li>- Pupils listen to a range of musical rhythms with focus, and can internalise and remember specific patterns.</li> <li>- Pupils understand the importance of posture when playing an</li> </ul>	<p><b>Clarinet</b></p> <ul style="list-style-type: none"> <li>- Pupils listen to a range of musical rhythms with focus, and can internalise and remember specific patterns.</li> <li>- Pupils understand the importance of posture when playing an</li> </ul>	<p><b>Rock and Roll</b></p> <ul style="list-style-type: none"> <li>- In this unit pupils explore the genre of rock and roll music through singing, instrumental playing on tuned percussion, composition and improvisation, and listening and appraising.</li> </ul>	<p><b>Brass</b></p> <ul style="list-style-type: none"> <li>- Pupils listen to a range of musical rhythms with focus and can internalise and remember specific patterns.</li> <li>- Pupils understand the importance of posture when playing an instrument and sit appropriately.</li> <li>- Pupils can assemble their instrument and</li> </ul>	<p><b>Brass</b></p> <ul style="list-style-type: none"> <li>- Pupils listen to a range of musical rhythms with focus and can internalise and remember specific patterns.</li> <li>- Pupils understand the importance of posture when playing an instrument and sit appropriately.</li> <li>- Pupils can assemble their instrument and</li> </ul>



	<p>instrument and sit appropriately.</p> <ul style="list-style-type: none"> <li>- Pupils can assemble their clarinet and hold it with their hands in the correct position.</li> <li>- Pupils can blow their instruments using correct lip and teeth placement (embouchure), with control to produce a pleasing sound.</li> <li>- Pupils learn notes C-A and play a variety of pieces using these notes.</li> <li>- Pupils begin to read the musical notation and rhythms, identifying notes on the stave.</li> <li>- Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing their pieces</li> </ul>	<p>instrument and sit appropriately.</p> <ul style="list-style-type: none"> <li>- Pupils can assemble their clarinet and hold it with their hands in the correct position.</li> <li>- Pupils can blow their instruments using correct lip and teeth placement (embouchure), with control to produce a pleasing sound.</li> <li>- Pupils learn notes C-A and play a variety of pieces using these notes.</li> <li>- Pupils begin to read the musical notation and rhythms, identifying notes on the stave.</li> <li>- Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing their pieces.</li> </ul>	<p>instrument and sit appropriately.</p> <ul style="list-style-type: none"> <li>- Pupils can assemble their clarinet and hold it with their hands in the correct position.</li> <li>- Pupils can blow their instruments using correct lip and teeth placement (embouchure), with control to produce a pleasing sound.</li> <li>- Pupils learn notes C-A and play a variety of pieces using these notes.</li> <li>- Pupils begin to read the musical notation and rhythms, identifying notes on the stave.</li> <li>- Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing their pieces.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils learn about the different instruments that typically play in a rock and roll band and their role within the band; exploring lead and backing vocals, chords, lead guitar and bass guitar.</li> <li>- Pupils consolidate their learning on rhythm and pitch notation.</li> </ul>	<p>hold it with their hands in the correct position.</p> <ul style="list-style-type: none"> <li>- Pupils can blow their instruments using the correct lip and mouth placement(embouchure) with control and produce a pleasing sound.</li> <li>- Pupils learn notes C-A and play a variety of pieces using these notes.</li> <li>- Pupils begin to read the musical notation and rhythms, identifying notes on the stave.</li> <li>- Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing pieces.</li> </ul>	<p>hold it with their hands in the correct position.</p> <ul style="list-style-type: none"> <li>- Pupils can blow their instruments using the correct lip and mouth placement(embouchure) with control and produce a pleasing sound.</li> <li>- Pupils learn notes C-A and play a variety of pieces using these notes.</li> <li>- Pupils begin to read the musical notation and rhythms, identifying notes on the stave.</li> <li>- Pupils are introduced to musical parameters and language, understanding how these change the music, and apply these when playing pieces.</li> </ul>
--	---	--	--	---	---	---



Physical Education	OAA	Athletics	Swimming	Dodgeball	Hockey	Tri-Golf
<p>A full breakdown of KS2 Physical Education (PE) objectives can be found <a href="#">here</a>.</p>	<ul style="list-style-type: none"> <li>• Pupils develop teamwork skills through completion of a number of challenges.</li> <li>• Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge.</li> <li>• Pupils are also given the opportunity to lead groups and utilise negotiation skills.</li> <li>• Pupils learn to orientate and navigate using a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.</li> <li>• As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</li> <li>• They learn how to improve by identifying areas of strength as well as areas to develop.</li> <li>• Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils focus on swimming more fluently and with increased confidence and control.</li> <li>• Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water.</li> <li>• Pupils have to keep afloat and propel themselves through the water.</li> <li>• Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence.</li> <li>• Pupils take part in team games, collaborating and communicating with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching.</li> <li>• They also learn how to select and apply tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit.</li> <li>• Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</li> <li>• Pupils learn officiating skills when refereeing games and are given opportunities to evaluate and suggest improvements to their own and others' performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will improve their defending and attacking skills playing even-sided games.</li> <li>• They will start to show control and fluency in dribbling, sending and receiving a ball in a small game situation and under some pressure.</li> <li>• Pupils will be encouraged to think about how to use tactics and collaborate with others to outwit their opposition.</li> <li>• Pupils will comment on their own and other's performances and suggest ways to improve.</li> <li>• They will also recognise the importance of fair play and honesty while self managing games.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils will develop skills and apply them to striking, chipping, putting and playing a short and long game.</li> <li>• They will develop their coordination, accuracy and control of movements.</li> <li>• They will be confident in selecting the appropriate shot for the situation.</li> <li>• Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strengths.</li> <li>• Pupils will be given the opportunity to work on their own and others, taking turns and sharing ideas.</li> <li>• Pupils will be creative in designing their own course.</li> </ul>
					<p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>• Pupils develop the range and quality of striking and fielding skills and their understanding of cricket.</li> <li>• They learn how to play the different roles of bowler, wicket keeper, fielder and batter.</li> <li>• In all games activities, pupils have to think about how they use skills,</li> </ul>	

	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>• Pupils will take part in a range of fitness challenges to test and record their scores. • They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility.</li> <li>• Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. • Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.</li> </ul>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Pupils focus on swimming more fluently and with increased confidence and control.</li> <li>• Pupils work to improve their swimming strokes, learn personal survival techniques and how to stay safe around water.</li> <li>• Pupils have to keep afloat and propel themselves through the water.</li> <li>• Pupils are given the opportunity to be creative, designing their own personal survival course and creating a synchronised swimming sequence.</li> <li>• Pupils take part in team games, collaborating and communicating with others.</li> </ul>	<p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• Pupils will develop defending and attacking play during even-sided 5-a-side netball.</li> <li>• Pupils will learn to use a range of different passes to keep possession and attack towards a goal. • Pupils will be encouraged to work collaboratively to think about how to use skills, strategies and tactics to outwit the opposition.</li> <li>• They will start to show control and fluency when passing, receiving and shooting the ball. They will learn key rules of the game such as footwork, held ball, contact and obstruction.</li> <li>• Pupils also develop their understanding of the importance of fair play and honesty while self managing games.</li> </ul>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Pupils create longer sequences individually, with a partner and a small group.</li> <li>• They learn a wider range of actions such as inverted movements to include cartwheels and handstands.</li> <li>• They explore partner relationships such as canon and synchronisation and matching and mirroring.</li> <li>• Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. • In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</li> </ul>	<p>strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs.</p> <ul style="list-style-type: none"> <li>• Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Pupils learn different styles of dance, working individually, as a pair and in small groups.</li> <li>• In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances.</li> <li>• Pupils will be provided with the opportunity to create and perform their work. • They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work.</li> </ul>	<p>rules to keep themselves &amp; others safe.</p> <ul style="list-style-type: none"> <li>• Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.</li> </ul> <p><b>Rounders</b></p> <ul style="list-style-type: none"> <li>• Pupils develop the quality and consistency of their fielding skills and understanding of when to use them such as throwing underarm and overarm, catching and retrieving a ball.</li> <li>• They learn how to play the different roles of bowler, backstop, fielder and batter and to apply tactics in these positions.</li> <li>• In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.</li> <li>• Pupils work with a partner and group to organise and self-manage their own games.</li> <li>• Pupils play with honesty and fair play when playing competitively.</li> </ul>
--	---	---	--	--	--	---

					• Pupils will work safely with each other and show respect towards others.	
<b>PSHE</b>	<b>Being in My World</b> <ul style="list-style-type: none"> <li>• Planning the forthcoming year</li> <li>• Being a citizen</li> <li>• Rights and responsibilities</li> <li>• Rewards and consequences</li> <li>• How behaviour affects groups</li> <li>• Democracy, having a voice, participating</li> </ul>	<b>Celebrating Differences</b> <ul style="list-style-type: none"> <li>• Cultural differences and how they can cause conflict</li> <li>• Racism</li> <li>• Rumours and name-calling</li> <li>• Types of bullying</li> <li>• Material wealth and happiness</li> <li>• Enjoying and respecting other cultures</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• Future dreams</li> <li>• The importance of money</li> <li>• Jobs and careers</li> <li>• Dream job and how to get there</li> <li>• Goals in different cultures</li> <li>• Supporting others (charity)</li> <li>• Motivation</li> </ul>	<b>Healthy Me</b> <ul style="list-style-type: none"> <li>• Smoking, including vaping</li> <li>• Alcohol</li> <li>• Alcohol and anti-social behaviour</li> <li>• Emergency aid</li> <li>• Body image</li> <li>• Relationships with food</li> <li>• Healthy choices</li> <li>• Motivation and behaviour</li> </ul>	<b>Changing Me</b> <ul style="list-style-type: none"> <li>• Self- and body image</li> <li>• Influence of online and media on body image</li> <li>• Puberty for girls</li> <li>• Puberty for boys</li> <li>• Conception (including IVF)</li> <li>• Growing responsibility</li> <li>• Coping with change</li> <li>• Preparing for transition</li> </ul> <p><b>RSE Week Coverage</b></p> <ul style="list-style-type: none"> <li>• Recognise and discuss pressure from the media to look a certain way and understand that celebrity images are not always reflective of society.</li> <li>• Understand physical and emotional changes they will experience during puberty.</li> <li>• Understand animal reproduction.</li> <li>• Understand what to expect as they begin their menstrual cycle (girls only).</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Self-recognition and self-worth</li> <li>• Building self-esteem</li> <li>• Safer online communities</li> <li>• Rights and responsibilities online</li> <li>• Online gaming and gambling</li> <li>• Reducing screen time</li> <li>• Dangers of online grooming</li> <li>• SMARRT internet safety rules</li> </ul>
<b>Global Citizenship Events</b>	Roald Dahl Day European Languages Day International Walk to School Month	TSP's Celebration of Kindness Week (World Kindness Day) Anti-Bullying/ Behaviour Awareness Week	Holocaust Memorial Day National Storytelling Week Safer Internet Day	National Careers Week World Book Day International Women's Day	Earth Day Local and Community History Month World Red Cross and Red Crescent Day (Red Cross Week)	World Environment Day Healthy Eating Week My Money Week National School Sport Week

	Hello Yellow (Mental Health)	Remembrance Sunday	Chinese New Year	Brain Awareness Week	International Day against Homophobia and Transphobia	
	Hate Crime Awareness Week	Children In Need	Fairtrade Fortnight	British Science Week		
	Black History Month	Road Safety Week	Climate Coalition Day	Comic Relief /Sport Relief		
		Human Rights' Day				