

# Robert Mellors Primary Academy



Year 5/6	<u>Autumn: Extreme Earth</u>	<u>Spring: Meet the Marauders</u>	<u>Summer: Prince of Thieves</u>
<b>Intent</b>	Our intention is that the children at Robert Mellors Academy become successful learners through being inspired and motivated to learn. We aim to do this by providing a curriculum that builds on sequences of learning developing children's skills and knowledge of the areas set out in the National Curriculum. Above all, planning is relevant and meaningful with the aim of creating long-term learning.		
<b>Implement <i>Engage</i></b>	<ul style="list-style-type: none"> <li>• Watch opening of "The Impossible"</li> <li>• Watch Twister</li> </ul>	<ul style="list-style-type: none"> <li>• Visit from Anglo Saxons</li> </ul>	<ul style="list-style-type: none"> <li>• Watch opening of "Robin Hood Prince of Thieves"</li> <li>• Visit Forest School</li> <li>• Den building in Sherwood Forest</li> </ul>
<b>Implement <i>Develop</i></b>	<b>History</b> Recap previous history learning	<b>History:</b> <ul style="list-style-type: none"> <li>• Create a timeline of events</li> <li>• Understand invasion by re-enacting</li> <li>• Identify place names and how they came to be</li> <li>• Examine clothes worn</li> <li>• Study village Life and settlements</li> <li>• Study Anglo Saxon warriors</li> <li>• Understand how and why the Battle of Hastings happened</li> </ul>	<b>History:</b> <ul style="list-style-type: none"> <li>• Study the history of Arnold</li> <li>• Compare Arnold 100 years ago to Arnold today</li> <li>• Investigate the legend of Robin Hood</li> <li>• Understand the role King John played in the history of England</li> <li>• Understand the significance of the Magna Carta</li> </ul>
	<b>Geography:</b> <ul style="list-style-type: none"> <li>• Study climate and extreme weather around the world</li> <li>• Understand what causes earthquakes and the impact of them</li> <li>• Revise what causes volcanoes and the impact of them</li> <li>• Understand what causes tsunamis and the impact of them</li> <li>• Understand the causes of, and effects of climate change</li> </ul>	<b>Geography:</b> <ul style="list-style-type: none"> <li>• Look at a map of the UK and identify how place names and boundaries have changed</li> </ul>	<b>Geography:</b> <b>Fieldwork</b> <ul style="list-style-type: none"> <li>• Visit Sherwood Forest</li> <li>• Survey the local area</li> <li>• Identify how the local area could be improved</li> <li>• Plan a new centre for Arnold</li> </ul>

	<ul style="list-style-type: none"> <li>• Understand the physical features of rivers and how extreme weather impacts on their course</li> <li>• Identify continents, countries; places and geographical lines of significance</li> </ul>		
	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Narrative: text based linked to topic</li> <li>• Biography</li> <li>• Poetry</li> </ul>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Tell stories orally</li> <li>• Write a diary entry as an Anglo Saxon child</li> <li>• Write a recount - Anglo Saxon Information book</li> </ul>	<p><b>English:</b></p> <ul style="list-style-type: none"> <li>• Write own Magna Carta</li> <li>• Debate whether Robin Hood was a hero or a villain.</li> <li>• Balanced argument linked to debate</li> <li>• Narrative: legends</li> </ul>
	<p><b>Science:</b></p> <p><b>Y5: Materials</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> </ul> <p><b>Y6: Electricity</b></p> <ul style="list-style-type: none"> <li>• Construct a simple series circuit</li> <li>• Identify complete and incomplete circuits</li> <li>• Recognise common conductors and insulators.</li> <li>• Associate brightness of a bulb with number of cells in a circuit.</li> <li>• Use recognise symbols when representing a simple circuit.</li> </ul> <p><b>Y6: Light</b></p>	<p><b>Science:</b></p> <p><b>Y5 / 6: Forces</b></p> <ul style="list-style-type: none"> <li>• Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>Y5: Light and Space</b></p> <ul style="list-style-type: none"> <li>• Describe and explain the movement of Earth and the other planets relative to the sun</li> <li>• Describe and explain the movement of the moon relative to the earth</li> <li>• Explain and demonstrate how night and day are created</li> <li>• Describe the sun, earth and moon using the term spherical</li> <li>• Recognise that light appears to travel in straight lines.</li> </ul> <p><b>Y6: Evolution and inheritance</b></p> <ul style="list-style-type: none"> <li>• Recognise that living things have changed over time and that fossils provide</li> </ul>	<p><b>SCIENCE</b></p> <p><b>Y5: Life cycles</b></p> <ul style="list-style-type: none"> <li>• Learn about the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• Learn about the life process of reproduction in some plants and animals.</li> <li>• Learn about changes as humans develop into old age. Create timeline.</li> </ul> <p><b>Y6: Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Understand how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animal</li> <li>• Give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Y6: Animals, including humans</b></p> <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> </ul>

	<ul style="list-style-type: none"> <li>• Learn how light travels and how we see objects.</li> <li>• Investigate why shadows cast the same shape as the object that casts them.</li> <li>• Learn how simple optical instruments work.</li> </ul>	<p>information about living things that inhabited the Earth millions of years ago</p> <ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>
	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Study paintings of Hokusai</li> <li>• Use variety of medium to create waves</li> <li>• Experiment with a variety of materials and techniques for different affects</li> <li>• Create own picture</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Study symbols and patterns used on Anglo Saxon Shields</li> <li>• Experiment with printing techniques</li> <li>• Make a shield</li> <li>• Print pattern and symbol on shield using techniques learned.</li> </ul> <p><b>D &amp; T:</b></p> <ul style="list-style-type: none"> <li>• Make and cook flatbreads</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Look at examples of Tree art</li> <li>• Make observations and sketches on field trip</li> <li>• Experiment with different materials and techniques</li> <li>• Use techniques learned to create examples of tree art.</li> </ul> <p><b>D &amp; T:</b></p> <ul style="list-style-type: none"> <li>• Make a purse using backstitch</li> </ul>
	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate music from around the earth.</li> <li>• Explain why I think this music is successful or unsuccessful.</li> <li>• Learn and perform songs</li> <li>• Learn the correct musical terminology to describe music</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Comment on and contrast the work of famous composers.</li> <li>• Compare and contract the impact that different composers have had on people.</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Listen to and appreciate medieval music</li> <li>• Analyse the features / instruments within pieces of music.</li> <li>• Learn songs and take part in a performance</li> </ul>
	<p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Hold a conversation in French with at least 4 exchanges.</li> </ul>	<p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Understand a French short story / factual text using context to work out unfamiliar words.</li> </ul>	<p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Write a short paragraph in French on a chosen topic.</li> </ul>

	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.</li> <li>• Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.</li> <li>• Understand the effect of online comments and show responsibility and sensitivity when online.</li> <li>• Understand how simple networks are set up and used.</li> </ul>
	<p><b>PE:</b></p> <p><b>Fitness: Dance</b></p> <ul style="list-style-type: none"> <li>• Learn a range of movement patterns</li> <li>• Create and perform dances using a range of movement patterns.</li> <li>• Respond to a range of stimuli and accompaniment.</li> </ul>	<p><b>PE:</b></p> <p><b>Fitness: Circuit Training</b></p> <ul style="list-style-type: none"> <li>• Understand the importance of developing flexibility, strength, control, speed and stamina</li> <li>• Develop flexibility, strength, control, speed and stamina.</li> </ul> <p><b>Team Games-Net/Wall Games: Tennis</b></p> <ul style="list-style-type: none"> <li>• Develop hand-eye co-ordination</li> <li>• Learn how to hold a racket with the correct grip</li> <li>• Learn how to control the ball</li> <li>• Understand the different shots</li> </ul> <p><b>Flexibility, strength, control &amp; balance: Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Learn different gymnastic movements</li> <li>• Create and perform fluent sequences on the floor and using apparatus.</li> <li>• Include variations in level, speed and direction in sequences</li> </ul>	<p><b>PE:</b></p> <p><b>Attacking and Defending-invasion Games</b></p> <ul style="list-style-type: none"> <li>• Learn techniques for netball</li> <li>• Play competitive games and apply basic principles for attacking and defending.</li> </ul> <p><b>Flexibility, strength, control &amp; balance: Athletics</b></p> <ul style="list-style-type: none"> <li>• Learn techniques needed for athletics events: running; jumping; discus; javelin; relay</li> <li>• Practice techniques in order to improve own performance</li> </ul> <p><b>Adventurous Activity: Orienteering</b></p> <ul style="list-style-type: none"> <li>• Learn how to work with a partner</li> <li>• Learn the 4 and 8 point compass</li> <li>• Learn how to plot and instruct a course</li> </ul>

		<ul style="list-style-type: none"> <li>• Consolidate existing skills and gain new ones.</li> <li>• Perform actions and skills with more consistent control and quality.</li> </ul>	
	<p><b>RE:</b></p> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>• Identify qualities we admire in heroes/role models and explain why we admire them and how this may influence our own lives.</li> <li>• Retell stories about an inspirational person explaining why their lives might be considered inspirational.</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>• Understand devotion and commitment in Christianity.</li> <li>• Compare texts in Christian gospels.</li> <li>• Understand Christian teaching about forgiveness.</li> </ul>	<p><b>RE:</b></p> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>• Know the importance of the Bible to Christians</li> <li>• Understand how to find books, chapters and verses</li> <li>• Know about the miracles of Jesus</li> <li>• Understand how Christians put their beliefs into action</li> <li>• Know how Christians show what they believe in. Know the significance of the bread and wine</li> <li>• Understand the concept of forgiveness.</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>• Explore and respond thoughtfully to Hindu and Muslim beliefs about God.</li> <li>• Describe the impact of examples of religious teaching.</li> <li>• Investigate aspects of a religious community.</li> </ul>	<p><b>RE:</b></p> <p><b>Y5</b></p> <ul style="list-style-type: none"> <li>• Describe how spiritual and religious beliefs are expressed through architecture.</li> <li>• Investigate how art is used to express religious ideas</li> </ul> <p><b>Y6</b></p> <ul style="list-style-type: none"> <li>• Describe similarities and differences between the ways communities show belonging.</li> <li>• Compare religious codes with own moral values.</li> </ul>
	<p><b>PSHE/SMSC:</b></p> <ul style="list-style-type: none"> <li>• Understand how the world community responds to disasters around the world</li> <li>• Examine how famine, drought and poverty are often a result of Extreme Earth disasters around the world</li> </ul> <p><b>SEAL: “New Beginnings”</b></p> <ul style="list-style-type: none"> <li>• Recognise own worth as individuals by identifying positive things about selves and achievements</li> </ul>	<p><b>PSHE/SMSC:</b></p> <ul style="list-style-type: none"> <li>• Learn about society and how it is structured</li> </ul> <p><b>SEAL: “ Going for Goals”</b></p> <ul style="list-style-type: none"> <li>• Identify positives about self and set personal goals.</li> <li>• Know the skills of an effective leader.</li> <li>• Know how to be a critical friend to others.</li> <li>• Recognise the difference between assertive and aggressive behaviour.</li> </ul> <p><b>SEAL “Good to be Me”</b></p>	<p><b>PSHE/SMSC:</b></p> <ul style="list-style-type: none"> <li>• Discuss world wealth and the morality of wealth distribution</li> </ul> <p><b>SEAL “Changes”</b></p> <ul style="list-style-type: none"> <li>• Consider common responses to change.</li> <li>• Identify, understand and explore how to manage feelings in relation to transition to secondary school.</li> </ul> <p><b>SEAL “Relationships”</b></p>

	<ul style="list-style-type: none"> <li>Learn how to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</li> </ul> <p><b>SEAL “Getting on and Falling Out”</b></p> <ul style="list-style-type: none"> <li>Recognise, as we approach puberty, how people's emotions change at that time.</li> <li>Research, discuss and debate topical issues, problems and events</li> <li>Understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li> <li>Understand that there are different kinds of responsibilities, rights and duties.</li> <li>Understand how to keep self healthy and the importance of diet and exercise.</li> <li>Know about the range of jobs in the community</li> </ul>	<ul style="list-style-type: none"> <li>Know the benefits of healthy eating and exercise and the importance of good mental health.</li> <li>Know that the media do not always reflect reality and that this can affect the way people think about themselves.</li> <li>Understand how sometimes feelings take over. Recognise when this is happening and what I can do about it.</li> </ul> <p><b>SRE</b></p> <ul style="list-style-type: none"> <li>Y5 - Explore the emotional and physical changes that occur during puberty.</li> <li>Y6 – consider puberty and reproduction.</li> <li>Y6 – explore the importance of communication and respect in relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Know that pressure to behave in an unacceptable way can come from a variety of sources.</li> <li>Challenge gender stereotypes.</li> <li>Explain the qualities of positive relationship.</li> <li>Know that abuse in a relationship is against the law.</li> <li>Understand that there are different types of adult relationship.</li> <li>Understand the influence of peers in making risky and unsafe choices.</li> <li>Understand about legal and illegal drugs and the consequences.</li> <li>Understand when it is good to keep a secret and when it is good to share.</li> <li>Know who to go to for help.</li> </ul> <p><b>SRE</b></p> <ul style="list-style-type: none"> <li>Y5 - Explore the impact of puberty on the body and the importance of personal hygiene.</li> <li>Y6 – consider different ways people may start a family.</li> <li>Y6 – explore positive and negative ways of communicating in a relationship.</li> </ul>
<p><b>Impact Skills</b></p>		<p><b>History:</b></p> <ul style="list-style-type: none"> <li>Have a sense of chronology</li> <li>Order key events on a timeline</li> <li>Note connections and contrasts in periods of history</li> <li>Ask historically valid questions</li> <li>Understand the causes of change</li> <li>Identify similarities and differences between times in history</li> <li>Understand how we find out about history</li> </ul>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>Have a sense of chronology</li> <li>Order key events on a timeline</li> <li>Note connections and contrasts in periods of history</li> <li>Ask historically valid questions</li> <li>Understand the causes of change</li> <li>Identify similarities and differences between times in history</li> <li>Understand how we find out about history</li> </ul>

			<ul style="list-style-type: none"> <li>Understand that different sources may be interpreted in different ways.</li> </ul>
	<p><b>Geography:</b> <b>Continent of Asia focus</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes to identify continents; countries and key physical features</li> <li>Use aerial photographs and plans to recognise physical features</li> <li>Use geographical vocabulary to explain why Extreme Earth disasters happen</li> </ul>	<p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Use maps and grid references when researching and creating Anglo-Saxon settlements.</li> </ul>	<p><b>Geography:</b> <b>Fieldwork visit</b></p> <ul style="list-style-type: none"> <li>Observe and record information</li> <li>Collect and record evidence</li> <li>Use <b>fieldwork</b> to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> <li>Draw plans to scale</li> </ul>
	<p><b>Science:</b> <b>Y5: Materials</b></p> <ul style="list-style-type: none"> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible</li> <li>Work scientifically</li> </ul> <p><b>Y6: Light</b></p> <ul style="list-style-type: none"> <li>Explain how light travels and how we see objects.</li> <li>Explain why shadows cast the same shape as the object that casts them.</li> </ul>	<p><b>Science:</b> <b>Y5 / 6: Forces</b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> </ul> <p><b>Y5: Light and Space</b></p> <ul style="list-style-type: none"> <li>Explain that light travels from light sources to our eyes.</li> <li>Explain how shadows are cast</li> <li>Explain, using the knowledge obtained, be able to talk about planets and their relationship to each other</li> </ul> <p><b>Y6: Natural Selection</b></p>	<p><b>Science:</b> <b>Y5: Life cycles</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals.</li> <li>Describe changes as humans develop into old age.</li> </ul>

	<ul style="list-style-type: none"> <li>• Explain how simple optical instruments work.</li> </ul>		
	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Be able to discuss different art work by Hokusai</li> <li>• Experiment with different techniques to show right, reflections, shadow, perspective, movement</li> <li>• Create art work using skills learnt showing</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Recognise examples of Anglo Saxon shields, symbols and patterns</li> <li>• Experiment with different printing techniques</li> <li>• Create printing block or template</li> <li>• Make a shield and print on symbols and patterns</li> <li>• Evaluate</li> </ul> <p><b>D &amp; T:</b></p> <ul style="list-style-type: none"> <li>• Show levels of hygiene and safety in the kitchen.</li> <li>• Work within a budget</li> <li>• Use a range of tools and equipment competently.</li> </ul>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Discuss examples of Tree art</li> <li>• Make sketches on field trip</li> <li>• Experiment with different materials and techniques</li> <li>• Use techniques learned to create examples of tree art.</li> </ul> <p><b>D &amp; T:</b></p> <ul style="list-style-type: none"> <li>• Create purse using a seam allowance.</li> <li>• Join textiles with a combination of stitching techniques (such as back stitch for seams and running stitch to attach decoration).</li> <li>• Use the qualities of materials to create suitable visual and tactile effects in the decoration of textiles</li> </ul>
	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Maintain a part while others are performing their part.</li> <li>• Improvise within a group using rhythmic and melodic phrases.</li> <li>• Compose music which meets specific criteria.</li> <li>• Begin to use notation.</li> <li>• Choose the most appropriate tempo.</li> <li>• Breathe in the correct place when singing.</li> <li>• Sing in harmony confidently and accurately.</li> <li>• Perform parts form memory and take a lead if necessary.</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Analyse features within different pieces of music.</li> <li>• Use a variety of different musical devices (melody, rhythm, chords etc) in my own composition.</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>• Breathe in the correct place when singing.</li> <li>• Sing in harmony confidently and accurately.</li> <li>• Perform parts form memory and take a lead if necessary.</li> </ul>



	<p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Hold a conversation in French with at least 4 exchanges.</li> </ul>	<p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Understand a French short story / factual text using context to work out unfamiliar words.</li> </ul>	<p><b>MFL:</b></p> <ul style="list-style-type: none"> <li>• Write a short paragraph in French on a chosen topic.</li> </ul>
	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Program actions using numbers.</li> <li>• Use random numbers in a program.</li> <li>• Use variables in a program.</li> <li>• Program a complex game.</li> <li>• Detect and correct errors in programs.</li> <li>• Design and create a computer program</li> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Program actions using numbers.</li> <li>• Use random numbers in a program.</li> <li>• Use variables in a program.</li> <li>• Program a complex game.</li> <li>• Detect and correct errors in programs.</li> <li>• Design and create a computer program</li> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner</li> </ul>	<p><b>Computing:</b></p> <ul style="list-style-type: none"> <li>• Program actions using numbers.</li> <li>• Use random numbers in a program.</li> <li>• Use variables in a program.</li> <li>• Program a complex game.</li> <li>• Detect and correct errors in programs.</li> <li>• Design and create a computer program</li> <li>• Choose the most suitable applications and devices for the purposes of communication.</li> <li>• Use many of the advanced features in order to create high quality, professional or efficient communications.</li> <li>• Select appropriate applications to devise, construct and manipulate data and present it in an effective and professional manner</li> </ul>
	<p><b>PE:</b></p> <p><b>Fitness: Dance:</b></p> <ul style="list-style-type: none"> <li>• Identify what makes a performance effective.</li> <li>• Suggest improvements based on this information.</li> <li>• Understand the elements of performance</li> </ul>	<p><b>PE:</b></p> <p><b>Fitness: Circuit Training</b></p> <ul style="list-style-type: none"> <li>• Compare performances with previous ones and demonstrate improvement.</li> <li>• Demonstrate a need to keep fit</li> </ul> <p><b>Team Games-Net/Wall Games: Tennis</b></p> <ul style="list-style-type: none"> <li>• Apply skills learnt to play competitive games</li> <li>• <b>Improve own performance each week</b></li> </ul> <p><b>Flexibility, strength, control &amp; balance:</b></p> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Apply gymnastic moves learnt to create a sequence</li> <li>• Be able to comment critically on other's work</li> </ul>	<p><b>PE</b></p> <p><b>Attacking and Defending-invasion Games</b></p> <ul style="list-style-type: none"> <li>• Play competitive games and apply basic principles for attacking and defending.</li> </ul> <p><b>Flexibility, strength, control &amp; balance:</b></p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Take part in competitive athletics events improving on own performance</li> </ul> <p><b>Adventurous Activity: Orienteering</b></p> <ul style="list-style-type: none"> <li>• Apply knowledge to plot and instruct a course</li> </ul>

	<p><b>RE:</b> <b>Y5:</b></p> <ul style="list-style-type: none"> <li>• Use religious vocabulary to describe aspects of lives and teachings of inspirational leaders and inspirational people, giving examples of how these have influenced the lives of their followers.</li> <li>• Describe events in the life of at least one modern day Christian making a link between their actions and the teachings and example of Jesus.</li> <li>• Make links between what we have learnt about inspirational people and their own behaviour.</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Understand Christian values and expectations regarding morals and the challenges of living a good life.</li> </ul>	<p><b>RE:</b> <b>Y5:</b></p> <ul style="list-style-type: none"> <li>• Link modern values with words from the Bible</li> <li>• Understand the importance of the life of Jesus</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Express ideas about religious issues.</li> <li>• Discuss why people have different ideas religious questions</li> </ul>	<p><b>RE</b> <b>Y5:</b></p> <ul style="list-style-type: none"> <li>• Understand how spiritual and religious beliefs are expressed through architecture.</li> <li>• Explain how art is used to express religious ideas</li> </ul> <p><b>Y6:</b></p> <ul style="list-style-type: none"> <li>• Express ideas about religious issues.</li> <li>• Discuss why people have different ideas religious questions</li> </ul>
	<p><b>PSHE/SMSC:</b></p> <ul style="list-style-type: none"> <li>• Understand that we are part of one world and have a responsibility to support each other within that community</li> <li>• Appreciate the fortunate parts of our lives and show empathy towards others</li> <li>• Be able to see mistakes, make amends and set personal goals</li> <li>• Be able to how deal with feelings towards selves, family and others in a positive way</li> <li>• Realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities</li> </ul>	<p><b>PSHE/SMSC:</b></p> <ul style="list-style-type: none"> <li>• Understand how society is structured and recognise the values of our society</li> <li>• Be able to feel positive even when things go wrong.</li> <li>• Be able to disagree with someone without falling out.</li> <li>• Recognise how to manage feelings</li> </ul>	<p><b>PSHE/SMSC:</b></p> <ul style="list-style-type: none"> <li>• Understand that we all have a part to play in the fair distribution of wealth</li> <li>• Be able to form positive relationships and recognise when a relationship is not positive</li> <li>• Demonstrate the skills of a good friend</li> <li>• Demonstrate a positive attitude to self</li> </ul>