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| TERMTOPIC | Autumn 1  **SPACE** | Autumn 2  **THE NORMANS** | Spring 1  **VICTORIANS** | Spring 2  **LIFE** | Summer 1  **THE AMERICAS** | Summer 2  **THE WORLD AROUND US** |
| **RE** | **\*Ourselves**  **\*Judaism – World Religions Week**  **\*Life Choices** | **\*Continuation of Life Choices**  **\*Hope/Advent**  **\*Hinduism – World Religions Week** | **\*Mission**  **\*Memorial Sacrifice** | **\* Continuation of Memorial Sacrifice**  **\*Sacrifice** | **\*Transformation**  **\*Freedom and Responsibility**  **(intro)** | **\*Freedom and Responsibility**  **\*Stewardship** |
| **MATHS** | **-Mental Maths**  **-Number / place value**  **-Written addition and subtraction**  **- Multiplying by 10,100,1000.**  **- Converting measures**  **-Negative numbers through 0.**  **- Rounding numbers.**  ***Read, write and order numbers up to 1,000,000 and know the value of each digit.***  ***Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000, 100,000.***  ***Count forwards and backwards in steps of 100, 1000, 10,000 to 1,000,000 from any number.***  ***Be able to count forwards and backwards through zero and use negative numbers in simple calculations.***  ***Using your tables and related division facts, multiply and divide numbers in your head.***  ***Using standard column methods; add and subtract numbers with more than four digits.***  ***Practise working mentally to add and subtract increasingly large numbers. (10,000)***  *When solving multi-step problems, choose the correct operations and explain your methods. Round answers appropriately.*  *Be able to convert between similar units of metric measur*e. | **-Mental multiplication and division**  **-Fractions – equivalent fractions, simplifying**  **- times table practice**  **- word problems**  **- Written multiplication and division (short methods)**  **Decimals ordering and rounding.**  **4 operations and their word problems.**  ***Using your tables and related division facts, multiply and divide numbers in your head.***  ***Using short division, divide up to four digits by one digit and be able to explain any remainders.***  ***Order numbers with up to three decimal places*** *and be able to solve associated problems.*  ***Round decimals with two decimal places to the nearest whole number and also to one decimal place.***  ***Use understanding of place value to multiply and divide whole and decimal numbers by 10, 100 and 1000.***  *Using formal written methods, multiply up to 4 digits by both one and two digit numbers.*  ***Understand the terms: factor, factor pairs, composite numbers, prime and multiple.***  ***Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.***  *When solving multi-step problems, choose the correct operations and explain your methods. Round answers appropriately.*  *Find equivalent fractions. Recognise mixed numbers and improper fractions and be able to convert from one to the other.*  *Solve problems involving multiplication and division including square/cube numbers using correct notation.* | **-Decimals, percentages and fractions, ordering- and converting.**  **-Geometry: properties of shapes, angles, triangles and 2D.**  **- time – analogue and digital.**  **- multi step problems- recap on the 4 operations.**  **- converting measures.**  ***Order numbers with up to three decimal places*** *and be able to solve associated problems.*  ***Draw and measure angles in degrees.*** *Estimate and compare acute, obtuse and reflex angles. Know that 360˚ is a whole turn.*  *Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.*  *Compare/order fractions where denominators are multiples of the same number.*  *Solve problems that involve converting between units of time, including time lapse.*  *Solve problems involving % and decimal equivalents of ¼ ½ 1/5 2/5 4/5 and those fraction with a denominator of a multiple of 10 or 25.*  ***Round decimals with two decimal places to the nearest whole number and also to one decimal place.***  *Say, read and write decimal fractions and related tenths, hundredths and thousandths accurately*.  *Be able to convert between similar units of metric measure.*  *Reading, writing and ordering numbers up to 1,000,000 and knowing the value of each digit.* | **- Written addition and subtraction word problems and recap on methods.**  **-Fractions, ratio and proportion**  **-Geometry: properties of shapes 3D**  **- capacity, area and perimeter.**  **-Fractions- adding and subtracting with different denominators. –**  **Roman numerals**  - statistics.  ***Complete, read and interpret tables, including timetables.*** *Solve problems using data presented in line graphs.*  ***Measure and calculate the perimeter of composite shapes. Find the area rectangles*** *and**estimate the area of irregular shapes.*  ***Be able to add/subtract fractions with a common denominator. Use this knowledge in problem solving.***  *When solving multi-step problems, choose the correct operations and explain your methods. Round answers appropriately.*  *Estimating volume and capacity.*  ***Using standard column methods; add and subtract numbers with more than four digits.***  *Demonstrate knowledge of Roman numerals to 1000 and be able to read years written in this way.* | **-Mental addition and subtraction.**  **- Written multiplication and division**  **- multiplying fractions.**  **-Geometry: position and direction, translations, reflections.**  **-Geometry: properties of shapes**  **Angles.**  **Fractions- adding and subtracting with different denominators. –**  **Prime, square and cube numbers**  *Match a net to its 3D shape. Describe the position of a shape following a reflection or translation.*  *Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.*  ***Draw and measure angles in degrees.*** *Estimate and compare acute, obtuse and reflex angles. Know that 360˚ is a whole turn.*  ***Show that you can multiply proper fractions and mixed numbers by a whole number.***  ***Be able to add/subtract fractions with a common denominator. Use this knowledge in problem solving.***  ***Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.***  *Using formal written methods, multiply up to 4 digits by both one and two digit numbers.*  ***Understand the terms: factor, factor pairs, composite numbers, prime and multiple.***  *Using short division, divide up to four digits by one digit and be able to explain any remainders.* | - strategies for the 4 operations.  - imperial measures and metric conversions.  - time  -angles  - data handling  - Consolidation and gap filing.  *When measuring, be able to convert from metric to imperial units, inches, pounds and pints. Be able to give the rough equivalent.*  *Be able to convert between similar units of metric measure.*  *Solve problems that involve converting between units of time, including time lapse.*  ***Draw and measure angles in degrees.*** *Estimate and compare acute, obtuse and reflex angles. Know that 360˚ is a whole turn.*  *When solving multi-step problems, choose the correct operations and explain your methods. Round answers appropriately.*  *Using standard column methods; add and subtract numbers with more than four digits.*  ***Complete, read and interpret tables, including timetables.*** *Solve problems using data presented in line graphs.* |
| **ENGLISH** | Power of reading  Cosmic | Cosmic Disco Poems | Power of reading  Street Child | Power of reading  Just so stories.  Varmint | Power of reading  Wolf Brother | Power of reading  Clockwork |
| **SCIENCE** | **Earth and Space**  -Movement of Earth / other planets, relative to the Sun.  -Movement of the Moon, relative to the Earth.  -Day and night.  *I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system*  *I can describe the movement of the Moon relative to the Earth*  *I can describe the Sun, Earth and Moon as approximately spherical bodies*  *I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.* | **Earth and Space**  -Continuation.  Research about the planets and unanswered questions.  **Trip - Science Museum?**  **Or bring a company in.**  *I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system*  *I can describe the movement of the Moon relative to the Earth*  *I can describe the Sun, Earth and Moon as approximately spherical bodies*  *I can use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.*  *I can report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.* | **Forces**  -Role of gravity, air / water resistance, and friction.  -Some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect  - Investigation.  *I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.*  *I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.*  *I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.*  *I can plan different types of scientific enquiries to answer questions, and use the term variable for things I will change.*  *I can use test results to make predictions to set up further comparative and fair tests* | **Properties and changes of materials**  Solids, LIQUIDS AND GASES  States of matter  *I can 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.*  *I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.*  *I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.*  *I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.*  *I can demonstrate that dissolving, mixing and changes of state are reversible changes*  *I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda* | **Animals including Humans**  -Change in Humans to old age  **Living things and their habitats**  **-**Life cycles  Life cycle report?  Life cycle portfolio and comparison of similarities and differences between different life cycles?  -Reproduction  **Scientist study**- introduce some of the key figures in science  *I can describe the changes as humans develop to old age*  *I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.*  *I describe the life process of reproduction in some plants and animals.*  *I can use test results to make predictions to set up further comparative and fair tests*  *I can report and present findings from enquiries, including conclusions, in oral and written forms such as displays and other presentations.* | |
| **History** | **Geography Focus** | **The Normans**  **Tower of London trip.**  Use dates and historical language in my work.  Draw a timeline to show different time periods and different information i.e. when famous people lived.  Describe different historical events from the different periods I have been studying.  Make comparisons between historical periods- explaining what has changed and what has remained the same.  Appreciate that decisions have been made through Parliament for some time .  Understand that significant historical events have shaped the county we live in today.  Appreciate how historical artefacts have helped us understand more about British lives past and present.  Test out a hypothesis in order to answers question. | **Victorians**  Look at the lifestyles/ jobs/ fashion/ homes/ money/ food - comparing it to now.  Focus on Queen Victoria or other key figures. Research in order to write a non-chronological report.  What impact did Queen Victoria have on England during her ruling?  Use dates and historical language in my work.  Draw a timeline to show different time periods and different information i.e. when famous people lived.  Describe different historical events from the different periods I have been studying.  Make comparisons between historical periods- explaining what has changed and what has remained the same.  Understand that significant historical events have shaped the county we live in today.Appreciate how historical artefacts have helped us understand more about British lives past and present. | **Geography Focus** | **The Americas – The Mayans**  **Carry over into the final half term**  **Get the company in to learn more about the Mayans.**  Use dates and historical language in my work.  Draw a timeline to show different time periods and different information i.e. when famous people lived.  Describe different historical events from the different periods I have been studying.  Make comparisons between historical periods- explaining what has changed and what has remained the same.  Appreciate that decisions have been made through Parliament for some time .  Understand that significant historical events have shaped the county we live in today.  Appreciate how historical artefacts have helped us understand more about British lives past and present.  Test out a hypothesis in order to answers question. | **Geography Focus** |
| **Geography** | History focus  **Comparing 2 contrasting locations:**  **Grays and the Lake District**  Focus on counties, towns, cities. Then a research project.  *I can name/ locate cities & counties of the UK.*  *I know more about the geographical regions of the UK & their identifying physical and human characteristics, including* ***more*** *cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts.*  *I can compare and contrast places where people live and give reasons for some differences*  *I can provide greater detail of geographical regions of the UK & their identifying physical and human characteristics.*  *I can give a few reasons for the impact of geographical influences/ effects on people place or themes studied (job opportunities, tourism, housing).*  *I know location of places of global significance, their defining physical & human characteristics and how they relate to maps to name and locate counties & cities of the UK.*  *I can use 1:10.000 and 1:25.000 Ordnance Survey maps*  *one another*  *I regularly use/ apply maths skills in my work*  *I can use a globe, maps & some OS symbols on maps to name and locate counties & cities of the UK.*  *I can use 1:10.000 and 1:25.000*  *Ordnance Survey maps* | **History focus** | **History focus** | **Human and Physical Geography**  The Journey of a River (cross curricular link to art, create a river display for the classroom)  Coastal Erosion  Transpiration  Water cycle  (cross curricular) Explanation text in Literacy – week 4 / 5)  (Anglian Water – week 5 and 6)  *I know more about the geographical regions of the UK & their identifying physical and human characteristics, including* ***more*** *cities and detail of the key topographical features including naming some UK hills, mountains & rivers or types of coasts.*  *I can describe the water cycle using a diagram.*  *I regularly use/ apply maths skills in my work*  I use fieldwork to observe, measure & record human & physical features in the local area using a range of methods, including sketch maps, plans, graphs& digital technologies.  I can make careful measurements of rainfall, temperature, distances, depths and record these in the most suitable way. (Including use of ICT).  *I can use 1:10.000 and 1:25.000 Ordnance Survey maps* | **History focus** | **Human and Physical Geography**  Comparing **North or South America** with significant differences and similarities then link to the UK.  Climate zones  Biomes  Vegetation belt  Trade between UK and RoW (America), including fair and unfair distribution of resources  *I know some of the world’s countries, focusing on* ***North America*** *concentrating on environmental regions, key physical or human characteristics, countries, and major cities.*  *I can understand geographical similarities and differences through the study of human and physical geography of a region of the UK and N. America*  *I can describe and give some reasons for geographical similarities and differences between UK, European and N/S American regions.*  *I can understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts.*  **Potential to move onto the world around us topic on Twinkl if the topic has been covered fully.** |
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| **ART** | **DT focus** | **Use of IT**  **Collage**  Create a collage/mosaic of the different parts of the Tower of London. Use photos to plan then group work to create a collage to be displayed.  I can use ceramic  mosaic to create a piece of art.  I can combine visual and tactile qualities to express emotion and mood.  I can scan images and take digital photos, use software to alter them, adapt them and create work with meaning.  I can create digital images with animation, video and sound to communicate ideas.  I can create a piece of art work which include the integration of digital images they have taken.  I can combine graphics and text based on my research. | Mother’s Day  **Still Life**  Sketching of Victorian Artefacts.  Drawing and painting considering tone. (2 weeks)  Create a Christmas card to be printed (yearly thing)  *I can create a range of moods in my painting.*  *I can express emotions accurately through my painting.*  *I can identify and draw simple objects using marks and lines to produce texture.*  *I can organise line, tone, shape and colour to represent figures and forms in* ***movement.***  *I can use my sketchbook to compare and discuss ideas with others.*  *I am beginning to show perspective in my drawings.*  In all lessons:  I can review what I and others have done and say what I think and feel about it.  I can identify what they might change and make these changes.  I can experiment with different styles which artists have used.  I can learn about the work of others through internet research, books and visits to galleries. | Easter Cards  Mother’s Day  **DT focus** | **Artist studies.**  **Lowry, Matisse**  **Frink**  *I can look and discuss own work and that of other artists. (e.g. Matisse, Lowry) – painting*  *I can discuss own work and work of other sculptors. (e.g. Frink)-*  *Sculpture and moulding.* | Father’s Day Cards  **Mayan Printing Overlap –** Focus on an artist Escher.  I can create an accurate print design that meets a given criteria.  I can print using a number of colours.  I can print onto different materials.  . |
| **D&T** | **Solar system making.**  **Planning**  **Editing**  **Designing.**  Christmas Cards  *I can sculpt clay and other mouldable materials.*  *I can experiment with/ combine materials and processes to design and make a 3D form.*  *I can recognise sculptural forms in the environment: e.g. furniture, buildings* | **Art focus** | **Art focus** | **Planning and making Victorian board games**  (4 weeks)  *I can tell if my finished product is going to be of good quality*  *I can explain how my product will appeal to an audience*  *I can use a range of tools and equipment expertly*  *I can come up with a range of ideas after I have collected information*  *I can suggest some good alternative plans and say what the good points and drawbacks are about each*  *I can produce a detailed step-by-step plan*  ***In all topics:***  *I keep checking that my design is the best it can be*  *I check to see whether anything can be improved*  *I can evaluate appearance and function against the original criteria* | **Cooking Mayan Foods (cooking)**  I can describe what I do to be both hygienic and safe  I have presented my product well  **Art focus** | **Textiles and Sewing:**  Create a tapestry- using a range of textiles. Table groups.  **Embroidery-** Create their own family crest and sew it.  My measurements are accurate enough to ensure everything is precise  I have ensured that my product is strong and fit for purpose  I can use flat stitches and looped stiches  I can use textiles and sewing skills as part of a project. |
| **ICT** | We are game developers.  Unit 5.1  I can Design and create a computer program for a computer game, which uses sequence, selection, repetition and variables.  I can create original artwork and sound for a game  **I can Detect and correct errors in a computer game improve and edit a program (Debug their programs)**  **I can write & debug programs that accomplish specific goals.**  *I can predict what a simple program will do and test those predictions.*  *I can use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.*  **Use sequence and repetition in programs.**  **Select, use & combine a variety of software to design & create a range of programs.**  I can locate and load up previously saved work from my documents | We are Cryptographers  Unit 5.2  **I can encrypt and decrypt messages in simple cyphers.**  **I am familiar with semaphore and morse code.**  *I can use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.*  *I can develop research skills to decide what information is appropriate.*  *Evaluating information.*  **Additional KPI’s to be covered cross curricular throughout the year.**  *I can use Microsoft Excel to produce bar charts and a table of results*  *I can use powerpoint to create a slideshow*  *-I can design my background*  *-I can transition slides*  *-I can animate text and pictures*  *I can create and use a text box to use in an office document*  *I can add a border to my word document*  In word I can use BOLD, *ITALICS and the underline button and keyboard shortcuts in my work.*  *I can format my work correctly using appropriate font sizes.*  *I can use Word for a variety of purposes*  *E.g History report or science experiment write up*  *I can use the copy and past functions on the keyboard and select text or pictures using the mouse:ctrl c/ ctrl v to paste* | We are artists.  Unit 5.3  *I can locate and load up previously saved work from my documents*  **I can develop an understanding of turtle graphics.**  **Select, use & combine a variety of software to design & create a range of programs.**  **I can write a program to create a simple shape and design and create programs to use repetition in a program to draw a more complex figure.**  **Use sequence and repetition in programs.**  I can create a tessellating pattern.  *Evaluating information.* | We are web developers.  Unit 5.4  **I can Use technology safely and respectfully.**  **I appreciate the need to use complex passwords and keep them secure.**  **Use technology safely & responsibly**  **I can develop understanding of e-safety and responsible use of technology.**  **Use technology safely, respectfully & responsibly.**  **I understand the importance of keeping personal information private.**  **I can question the plausibility and quality of information.**  **I can be discerning in evaluating digital content.**  **I know what to do if I encounter pictures that cause concern. I understand the need for private information to be encrypted.**  **I understand how the internet can provide the world wide web.**  *I can format my copied images by right clicking on them and selecting the wrap text button and selecting square to move the image around the document*  **I understand some elements of how search engines select and rank results.**  *I can use the snipping tool to copy pictures from the internet to an Office document* | We are bloggers.  Unit 5.5  **I can create a blog profile and create blog posts on a particular theme**  **-I can comment on a blog post**  I can use BOLD, *ITALICS and the underline button and keyboard shortcuts in my work.***.**  **I appreciate the need to use complex passwords and keep them secure.**  **Use technology safely & responsibly**  **I can develop understanding of e-safety and responsible use of technology.**  *I can format my copied images by right clicking on them and selecting the wrap text button and selecting square to move the image around the document*  *I can format my work correctly using appropriate font sizes.*  *I can use Word for a variety of purposes*  *E.g History report or science experiment write up* | We are architects.  Unit 5.6  **Create simple objects using SketchUp.**  **Design and create content.**  **Add furniture to my gallery in SketchUp.**  **Use search technologies effectively.**  **I can write a program to create a simple shape and design and create programs to use repetition in a program to draw a more complex figure.**  **Use sequence and repetition in programs.** |
| **Music** | Flute 10 week project.  I can name composers and music from a variety of eras/cultures/styles.  **I can refine and improve my work and make suggestions to others.**  **I can analyse and compare musical features of a piece within a timeframe.**  I can use a variety of notation to compose music for different occasions using a given music criteria.  I can describe music using musical vocabulary, Pitch, Duration, Dynamics,  Tempo, Timbre, Texture, Structure. | Christmas Concert.  **I can begin to sing in harmony within a song, with expression, shape and with awareness of others.**  I can sing in rounds with the awareness of others.  I can sing and include movement to convey the meaning of a song.  **I can perform from memory, confidently as a soloist.**  I can perform from memory, confidently in a small group.  I can name composers and music from a variety of eras/cultures/styles. | ***Solar System***  Music focus listening.  How our universe inspired composers including Debussy, Gustav, Holst and George Crumb. composition linked to space  **I can identify the difference between pulse and syncopation and begin to use in my composition.**  I can describe music using musical vocabulary, Pitch, Duration, Dynamics,  Tempo, Timbre, Texture, Structure.  I can perform from simple notation maintaining my part. Using Major and Minor scales.  I can name composers and music from a variety of eras/cultures/styles.  **I can organise my ideas into a simple composition and compose using melody, chords and structures.**  **I can identify and explore musical devices.**  **I can evaluate how venue, occasion and purpose affects the way music is created, performed and heard.**  **I can analyse and compare musical features of a piece within a timeframe.**  I can improvise melodic and rhythmic material within given structures to create an effect. | ***Flutes revisited.***  I can use a variety of notation to compose music for different occasions using a given music criteria  I can name composers and music from a variety of eras/cultures/styles.  I can describe music using musical vocabulary, Pitch, Duration, Dynamics,  Tempo, Timbre, Texture, Structure. | ***Life Cycles***  Music focus Structure  Explore musical moods using new techniques and structures.  When playing, I can recognise and use basic structural forms. E.g. Rounds, variations and rondo.  **I can identify the difference between pulse and syncopation and begin to use in my composition.**  I can describe music using musical vocabulary, Pitch, Duration, Dynamics,  Tempo, Timbre, Texture, Structure.  I can perform from simple notation maintaining my part. Using Major and Minor scales.  I can name composers and music from a variety of eras/cultures/styles.  **I can organise my ideas into a simple composition and compose using melody, chords and structures.**  **I can identify and explore musical devices.**  **I can evaluate how venue, occasion and purpose affects the way music is created, performed and heard.**  I can improvise melodic and rhythmic material within given structures to create an effect. | ***Class Percussion and improvisation/***  ***20th century music.***  **I can identify the difference between pulse and syncopation and begin to use in my composition.**  I can describe music using musical vocabulary, Pitch, Duration, Dynamics,  Tempo, Timbre, Texture, Structure.  I can perform from simple notation maintaining my part. Using Major and Minor scales.  I can use a variety of notation to compose music for different occasions using a given music criteria.  I can name composers and music from a variety of eras/cultures/styles.  **I can organise my ideas into a simple composition and compose using melody, chords and structures.**  **I can identify and explore musical devices.**  I can improvise melodic and rhythmic material within given structures to create an effect. |
| **PSHE** | New Beginnings  Getting on and Falling out | Getting on and Falling out  Drug Education  Anti-Bullying week | Going for Goals | Good to be me  Citizenship | Changes  Sex Education  Hygiene  ( Get Thurrock services in) | The World Around Us (Twinkl) |
| **P.E** | Invasion games  Hockey   |  |  |  |  | | --- | --- | --- | --- | | |  |  |  | | --- | --- | --- | | Work well with others,  adapting their play to suit  their own and others'  strengths.   |  |  | | --- | --- | | Perform skills with  accuracy, confidence and  control  Know the difference  between attacking skills  and defending skills.   |  | | --- | | Choose positions in their  teams and know how to  help attack  Use a variety of tactics  to keep the ball  Know and find ways to  get the ball towards the  opponents goal  Know how to mark and  defend their goal.  Suggest ideas for  warming up,  explaining  reasons for choice.  Recognise  activities that help build  strength, speed and  stamina.  Know why warming up is  Important to help improve  play. | | | | | Invasion Games   |  | | --- | | Netball  Work well with others,  adapting their play to suit  their own and others'  strengths. |   Hit the ball with purpose  varying the speed,  height and direction  Explain what they are  trying to do and why it is  a good idea.  Spot the spaces in their  opponent's court and try  to hit the ball towards  them.  Position themselves well  on court.   |  |  | | --- | --- | | Use a number of shot   |  | | --- | | Direct the ball reasonably  well towards their  opponent's court  Perform skills with  accuracy, confidence and  control  Know the difference  between attacking skills  and defending skills.  Choose positions in their  teams and know how to  help attack  Use a variety of tactics  to keep the ball  Know and find ways to  get the ball towards the  opponents goal  Know how to mark and  defend their goal.  Recognise  activities that help build  strength, speed and  stamina.  Know why warming up is  Important to help improve  play. | | | Gymnastics  Take more responsibility for a lesson warm up.  Understand how muscles work, how to stretch and how to do strengthening exercises.  Work well with others.  Perform combinations of actions that show clear levels, speeds and directions.  Perform actions, shapes and balances clearly and consistently. Watch and comment on the quality of movements, shapes and balances.  Identify which aspects were performed accurately, fluently and clearly.  Adapt sequences to include a partner or small group.  Repeat a longer sequence with extension, clear body shape and changes in direction. | Dance  West Ham?   |  | | --- | | Warm up and cool down  independently.  Use exercises that  stretch and tone the  body.  Choose appropriate  material to create new  motifs in a dance style.  Perform specific skills  and movement patterns  and different dance  styles with accuracy.  Use dance terminology  to identify different  styles of dance.  Suggest ways to develop  techniques and  composition.  Work well with others. | | Athletics events   |  |  | | --- | --- | | Work well with others,  adapting their play to suit  their own and others'  strengths.   |  | | --- | | Perform a range of  jumps showing power,  control and consistency  at both take-off and  landing. | |  |  | | --- | | Organise themselves in  small groups safely  , and take turns and  different roles  Know and understand  the basic principles of  relay take-overs  Take part well in a relay  event | | Athletics  Cricket – Coach (To get Terry in from Orsett cricket)   |  | | --- | | Work well with others  adapting their play to  suit their own and  others' strengths. | |
| **French** | Rigalo unit 1  Salut Gustave  I can show understanding of longer passages made up from familiar language  I can hold a simple conversation of at least 3 exchanges  I can use my knowledge of grammar to adapt single words  I can use a bilingual dictionary/ glossary to check words they have learnt  I can understand a short story or factual text | Rigalo unit 2  A L’ecole  I can show understanding of longer passages made up from familiar language  I can hold a simple conversation of at least 3 exchanges.  I can identify some details  I can use my knowledge of grammar to adapt single words  I can use a bilingual dictionary/ glossary to check words they have learnt  I can understand a short story or factual text | Rigalo unit 3  La nourriture  I can show understanding of longer passages made up from familiar language  I can write a paragraph of 3 simple sentences.  I can use my knowledge of grammar to adapt single words  I can begin to use context to work out unfamiliar words  I can use a bilingual dictionary/ glossary to check words they have learnt | Rigalo unit 4  En ville  I can show understanding of longer passages made up from familiar language  I can write a paragraph of 3 simple sentences  I can hold a simple conversation of at least 3 exchanges  I can identify some details.  I can use my knowledge of grammar to adapt single words  I can begin to use context to work out unfamiliar words  I can understand a short story or factual text | Rigalo unit 5  En vacances  I can show understanding of longer passages made up from familiar language  I can write a paragraph of 3 simple sentences  I can identify some details.  I can use my knowledge of grammar to adapt single words  I can begin to use context to work out unfamiliar words  I can understand a short story or factual text | Rigalo unit 6  C’est moi  I can show understanding of longer passages made up from familiar language  I can write a paragraph of 3 simple sentences  I can hold a simple conversation of at least 3 exchanges  I can identify some details.  I can use my knowledge of grammar to adapt single words  I can begin to use context to work out unfamiliar words |
| Potential trips (only 3!) | **Victorian Workshop/ Ragged School museum**  **(Rainbow theatre)** | Pantomime  Science trip.  Field work – rivers (Geography- Grays Beach- no fee for this trip!) |  | The Tower of London | Get in wildlife- butterflies and watch their growth in the classroom or visit a pet shop. | Mayan Company in. |