









Our Lady of Peace Catholic Nursery & Primary School


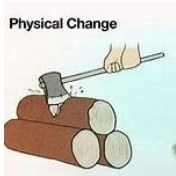
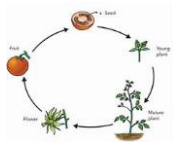



Curriculum Map 2021-2022

Our Lady of Peace Catholic Primary and Nursery School



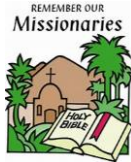



Curriculum Overview- Year 5




	THEMES		
	<p style="text-align: center;"><u>Autumn 1</u></p> <p>Theme 1: Wellbeing</p> <p>The wellbeing agenda is at the heart of our curriculum. Children and young people should feel happy, safe, respected and included in the school environment and staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community. At Our Lady of Peace, we believe that each individual is given gifts and talents by God. We equip our students with the knowledge and skills on how to identify their emotions as well as understand their own mental health from an early age. Linked to wellbeing is our R.E. unit on 'Belonging.' Having a strong sense of belonging to the family will help children learn life skills to make the best choices into their adulthood. It also provides a firm foundation for the child's identity, enabling them to feel comfortable and confident of trying new things.</p>	<p style="text-align: center;"><u>Spring 1</u></p> <p>Theme 3: Leadership & Collaboration</p> <p>Leadership skills allow children to have control of their lives and the ability to make things happen. Leadership instils confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. At Our Lady of Peace we want pupils to play an active and positive role in all aspects of school life. We are committed to developing pupils' skills as leaders across the school in order to develop their personal and social development.</p> <p>We promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. At OLOP we promote cohesion by serving more ethnically diverse and poorer communities and work in partnership with the local community to develop link to enrich the learning experiences of our pupils.</p>	<p style="text-align: center;"><u>Summer 1</u></p> <p>Theme 5: Enquiry & Creativity</p> <p>Our pupils will have a passion and thirst for knowledge and have a clear understanding of our core values and our mission. Through enquiry, pupils will engage in research around interesting ideas and essential questions. This will prepare them for life in the wider community and provide an opportunity to take a hands-on approach in their education while obtaining several important skills that can be used at all levels of their learning, and even into their future careers. Additionally, the right mix of creativity along with the curriculum will help pupils to be innovative and encourage them to learn new things.</p>
	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Theme 2: Resilience & Stamina</p> <p>In a world of increasing 'pressure' on young children it is vital that children have the fortitude, passion and ability to succeed. Our curriculum teaches children the skills of listening, communication and teamwork. We embrace a school-wide learning culture that genuinely enables all children to develop as resilient, self-regulating learners and thinkers.</p> <p>Our pupils develop a growth mind set approach from the earliest opportunities in school, so that they are resilient learners, who recognise that their effort is key to their success. They understand that they can improve through hard work and are encouraged to develop mechanisms for protection against experiences which could be overwhelming. This enables children to emerge from challenging experiences with a positive sense of themselves and their futures. Children who develop resilience are better able to face disappointment, learn from failure, cope with loss, and adapt to change.</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p>Theme 4: Our Place in the World</p> <p>In today's fast-moving world, children need to know where they fit into the modern world. We feel that it is important for pupils to know their community, the geography of our own country and the geography of the world. We aim to provide opportunities for pupils, both within the classroom and beyond. With the strength God has given them, and a solid foundation of knowledge and skill, the children of Our Lady of Peace will take life's difficulties in their stride, showing resilience, confidence and a strong sense of self. Our pupils will live out our catholic mission by responding to social justice and local, national and international charitable work.</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p>Theme 6: Embracing change & Aspirations</p> <p>The meaning of aspiration is something you hope to achieve. At Our Lady of Peace, we want our pupils to have high aspirations to help build toward a future and give a sense of control and hope. It is a process of reaching the stars and we want our pupils to have the motivation and desire to achieve the best they can. Pupils will be expected to reflect on their learning and decide what they want to achieve for themselves. Our pupils will be open-minded, excited to celebrate others and share their successes and be empowered to be in control of their own future, supported by guidance from God.</p>

	Autumn	Spring	Summer
Art & D.T.	<p>D.T. How can I enjoy Ancient Greek art?</p>  <p>Can come up with a range of ideas after collecting information from different sources Can produce a detailed, step-by-step plan Can suggest alternative plans; outlining the positive features and draw backs Can use a range of tools and equipment competently Can create an accurate print design following criteria</p> <p>Art How did Van Gogh show resilience in his life and through his work?</p>  <p>Can identify and draw objects and use marks and lines to produce texture. Can successfully use shading to create mood and feeling. Can organise line, tone, shape and colour to represent figures and forms in movement. Can use shading to create mood and feeling. Can express emotion in art. Can create an accurate print design following criteria. Can research the work of an artist and use their work to replicate a style.</p>	<p>D.T. How can you become an inventor?</p>  <p>Can come up with a range of ideas after collecting information from different sources. Can produce a detailed, step-by-step plan. Can suggest alternative plans; outlining the positive features and draw backs. Can evaluate appearance and function against original criteria. Can use a range of tools and equipment competently. Can make a prototype before make a final version.</p> <p>Art How can culture be represented in art?</p>  <p>Can organise line, tone, shape and colour to represent figures and forms in movement. Can express emotion in art Can create an accurate print design following criteria. Can use images which I have created, scanned and found; altering them where necessary to create art</p>	<p>Art How can I express my feelings through art? (Frida Kahlo)</p>  <p>Can successfully use shading to create mood and feeling Can use images which have been created, scanned and found; altering them where necessary to create art Can research the work of an artist and use their work to replicate style</p> <p>D.T How can I be creative with food?</p>  <p>Can produce a detailed, step-by-step plan Can suggest alternative plans: outlining the positive features and draw backs Can use a range of tools and equipment competently Can show that can be both hygienic and safe in the kitchen</p>

SMSC/British Values	Spiritual: 1a, 1c, 1d Social: 3a Cultural: 4a, 4d	Spiritual: 1c, 1d Social: 3a, 3b Culture: 4a, 4d, 4e	Spiritual: 1a, 1b, 1c, 1d Social: 3a, 3b Culture: 4a, 4b, 4d, 4e
Science	<p>Science Out of This World. Where in the World Am I?</p>  <p>Can read, spell and pronounce scientific vocabulary accurately. Can describe and explain the movement of the Earth and other planets relative to the Sun. Can describe and explain the movement of the Moon relative to the Earth. Can explain and demonstrate how night and day are created. Can describe the Sun, Earth and Moon (using the term spherical)</p> <p>How do materials change?</p>  <p>Can plan different types of scientific enquiry. Can control variables in an enquiry. Can measure accurately and precisely using a range of equipment. Can use the outcome of test results to make predictions and set up a further comparative fair test. Can report findings from enquiries in a range of ways. Can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). Know and can demonstrate that some changes are reversible and some are not. Can explain how some changes result in the formation of a new material and that this is usually irreversible. Can discuss reversible and irreversible changes.</p>	<p>Science How does life continue and evolve?</p>  <p>Can report findings from enquiries in a range of ways. Can explain a conclusion from an enquiry. Can explain causal relationships in an enquiry. Can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. Can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird. Can describe the differences between different life cycles. Can describe the process of reproduction in plants. Can describe the process of reproduction in animals.</p> <p>Forces</p>  <p>Can plan different types of scientific enquiry. Can control variables in an enquiry. Can measure accurately and precisely using a range of equipment. Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Can explain what gravity is and its impact on our lives. Can identify and explain the effect of air resistance. Can identify and explain the effect of water resistance. Can identify and explain the effect of friction.</p>	<p>Science Reversible/Irreversible changes</p>  <p>Can report findings from enquiries in a range of ways. Can explain a conclusion from an enquiry. Can explain causal relationships in an enquiry. Can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. Can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating). Know and can demonstrate that some changes are reversible and some are not. Can explain how some changes result in the formation of a new material and that this is usually irreversible. Can discuss reversible and irreversible changes. Can give evidenced reasons why materials should be used for specific purposes.</p> <p>How does change affect me?</p>  <p>Can explain a conclusion from an enquiry. Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Can create a timeline to indicate stages of growth in humans.</p>

	Can give evidenced reasons why materials should be used for specific purposes.	Can explain how levers, pulleys and gears allow a smaller force to have a greater effect.	Can Read, spell and pronounce scientific vocabulary accurately.
SMSC/British Values	Spiritual: 1b, 1c, 1d Social: 3a, 3b	Spiritual: 1b, 1c, 1d Social: 3a, 3b	Spiritual: 1b, 1c, 1d Social: 3a, 3b
History & Geography	<p>History What did the ancient Greeks achieve and how has this impacted our lives?</p>  <p>Can draw a timeline with different historical periods showing key historical events or lives of significant people. Can use dates and historical language in my work Can describe historical events from the different periods I am studying</p> <p>What have we learnt from the Great Plague?</p>  <p>Can draw a timeline with different historical periods showing key historical events or lives of significant people. Can compare two or more historical periods; explaining things which changed and things which stayed the same. Can explain how Parliament affects decision making in England. Can explain how our locality has changed over time. Can describe how crime and punishment has changed over a period of time</p>	<p>History How has industrial revolution shaped our lives?</p>  <p>Can draw a timeline with different historical periods showing key historical events or lives of significant people. Can compare two or more historical periods; explaining things which changed and things which stayed the same. Can explain how Parliament affects decision making in England. Can test out a hypothesis in order to answer questions. Can explain how significant events in history have helped shape the country we have today</p> <p>Geography Would you like to live down-under?</p>  <p>Can plan a journey to a place in another part of the world, taking account of distance and time. Can name and locate many of the world's most famous mountainous regions in an atlas. Can explain how a location fits into its wider geographical location with reference to human and economical features.</p>	<p>Geography How do settlements change over time?</p>  <p>Can explain why many cities are situated on or close to rivers. Can explain why people are attracted to live by rivers. Can explain the course of a river. Can name and locate many of the world's most famous rivers in an atlas.</p> <p>Geography Why does Tonga celebrate the New Year before us?</p>  <p>Can plan a journey to a place in another part of the world, taking account of distance and time. Can explain how a location fits into its wider geographical location with reference to human and economical features.</p>
SMSC/British Values	Spiritual: 1a, 1b, 1c, 1d Moral: 2a, 2c (BV Link)	Spiritual: 1b, 1c, 1d Social: 3a	Spiritual: 1b, 1c Social: 3a, 3b

	Social: 3a, 3c Cultural: 4a, 4c, 4d	Cultural: 4e (BV Link)	Cultural: 4b
R.E.	<p>R.E. Ourselves- Who am I?</p>  <p>Understands that we are made in the image and likeness of God Can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them & show understanding. Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Can give religious reasons for most actions by believers and begin to show how they shape believers' lives. Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can engage in discussion about questions of life, in light of religious teaching. Can express a point of view and give many reasons for it. Can make a link to many sources that support a point of view.</p> <p>Baptism- Life Choices Is commitment important?</p>  <p>Understands how to show care and commitment Can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding.</p>	<p>R.E. Mission- Do we all have a mission in life?</p>  <p>Know the mission of inspirational leaders Understand Dioceses continue the work and mission of Jesus including ecumenism Can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Can give religious reasons for most actions by believers and begin to show how they shape believers' lives. Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can engage in discussion about questions of life, in light of religious teaching. Can express a point of view and give many reasons for it. Can make a link to many sources that support a point of view. Can begin to arrive at judgements.</p> <p>Memorial Sacrifice- Why do we need memories?</p>  <p>Know how memories are kept alive</p>	<p>R.E. Transformation- How can energy transform?</p>  <p>Know that Pentecost is the celebration of the Spirit's transforming power Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Can give religious reasons for most actions by believers and begin to show how they shape believers' lives. Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can express a point of view and give many reasons for it.</p> <p>Freedom & Responsibility- How do rules bring freedom?</p>  <p>Know that freedom involves responsibility Know God's rules for living freely and responsibly – the Commandments Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Can give religious reasons for most actions by believers and begin to show how they shape believers' lives. Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show</p>

	<p>Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies.</p> <p>Can compare most of their own & other people's ideas about questions that are difficult to answer.</p> <p>Can engage in discussion about questions of life, in light of religious teaching.</p> <p>Can express a point of view and give many reasons for it.</p> <p>Can make a link to many sources that support a point of view.</p> <p>Can begin to arrive at judgements.</p> <p>Hope- What does it mean to live in hope?</p>  <p>Understand how to show care and commitment</p> <p>Can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding.</p> <p>Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies.</p> <p>Can give religious reasons for most actions by believers and begin to show how they shape believers' lives.</p> <p>Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values.</p> <p>Can compare most of their own & other people's ideas about questions that are difficult to answer.</p> <p>Can engage in discussion about questions of life, in light of religious teaching.</p> <p>Can express a point of view and give many reasons for it.</p> <p>Can make a link to many sources that support a point of view.</p>	<p>Know The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way</p> <p>Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies.</p> <p>Can give religious reasons for most actions by believers and begin to show how they shape believers' lives.</p> <p>Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values.</p> <p>Can compare most of their own & other people's ideas about questions that are difficult to answer.</p> <p>Can express a point of view and give many reasons for it.</p> <p>Sacrifice- Why do we need to make sacrifices?</p>  <p>Can appreciate the cost of giving</p> <p>Know that Lent is a time of giving in preparation for the celebration of the sacrifice of Jesus</p> <p>Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies.</p> <p>Can give religious reasons for most actions by believers and begin to show how they shape believers' lives.</p> <p>Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values.</p> <p>Can compare most of their own & other people's ideas about questions that are difficult to answer.</p> <p>Can express a point of view and give many reasons for it.</p>	<p>how own and others' decision are informed by beliefs and values.</p> <p>Can compare most of their own & other people's ideas about questions that are difficult to answer.</p> <p>Can express a point of view and give many reasons for it.</p> <p>Stewardship- Can I be a steward of creation?</p>  <p>Know the importance of caring for the Earth</p> <p>Know the Church is called to Stewardship of Creation reasons for most religious actions and symbols, within different liturgies.</p> <p>Can give religious reasons for most actions by believers and begin to show how they shape believers' lives.</p> <p>Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values.</p> <p>Can compare most of their own & other people's ideas about questions that are difficult to answer.</p> <p>Can express a point of view and give many reasons for it.</p>
SMSC/British Values	<p>Spiritual: 1a, 1b, 1c, 1d</p> <p>Moral: 2a, 2b, 2c (BV Link)</p> <p>Social: 3a, 3c</p> <p>Cultural: 4a, 4b, 4e (BV Link)</p>	<p>Spiritual: 1a, 1b, 1d</p> <p>Moral: 2a, 2b, 2c (BV Link)</p> <p>Social: 3a</p> <p>Cultural: 4e (BV Link)</p>	<p>Spiritual: 1a, 1b, 1c, 1d</p> <p>Moral: 2b, 2c</p> <p>Social: 3a</p> <p>Cultural: 4b, 4d</p>
Computing	Computing Coding	Computing Spreadsheets	Computing Concept Maps



Can use a sketch or storyboard to represent a program design and algorithm.
 Can use the design to create a program.
 Can design and write a program that simulates a physical system.
 Can review the use of number variables in 2Code.
 Can create a playable, competitive game.
 Can combine the use of variables, If/else statements and Repeats to achieve the desired effect in code.
 Can read code so that it can be adapted, personalised and improved.
 Can explore the launch command and use buttons within a program that launch other programs or open websites.

Online Safety



Understanding of the impact that sharing digital content can have.
 Can review sources of support when using technology.
 Know how to maintain secure passwords.
 Know the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.
 Aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online.
 Can reference sources in their work.
 Can search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.

Game Creator



Can set the scene.
 Can create the game environment.
 Can create the game quest.
 Can finish and share the game.
 Can evaluate their and peers' games.



Know conversions of measurements.
 Know how to use the count tool.
 Know how to use formulae including the advanced mode.
 Can use text variables to perform calculations.
 Can use a spreadsheet to plan an event.

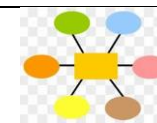
Databases

Can learn how to search for information on a database.
 Can contribute to a class database.
 Can create a database around a chosen topic.

3D Modelling



Can explore the effect of moving points when designing.
 Can understand designing for a purpose.
 Can understand printing and making.












Know the need for visual representation when generating and discussing complex ideas.
 Know use the correct vocabulary when creating a concept map.
 Can create a concept map.
 Know how a concept map can be used to retell stories and information.
 Can create a collaborative concept map and present this to an audience.







Word processing with Microsoft Word/Google Docs



Can make a document from a blank page.
 Can insert Images: Considering Copyright.
 Can edit Images in Word.
 Can add the text.
 Can sharing files.
 Can present information using tables.
 Can write a letter using a template.
 Can make a document from a blank page.

<p>P.E.</p>	<p>P.E. Tag Rugby & Co-ordination</p>  <p>Can communicate with their team and move into space to keep possession and score. Can identify when they were successful and what they need to do to improve. Can pass and receive the ball with some control under pressure. Can tag opponents and close down space. Know what position they are playing in and how to contribute when attacking and defending. Know the need for tactics and can identify when to use them in different situations. Know the rules of the game and can apply them honestly most of the time. Know there are different skills for different situations and are beginning to apply this.</p> <p>Hockey & Dance</p>  <p>Can communicate with their team and move into space to keep possession and score. Can dribble, pass, receive and shoot the ball with some control under pressure. Can identify when they are successful and what they need to do to improve. Can use tracking, tackling and intercepting when playing in defence. Know what position they are playing in and how to contribute when attacking and defending. Know the need for tactics and can identify when to use them in different situations. Know the rules of the game and they can use them most of the time to play fairly and honestly. Know there are different skills for different situations and they are beginning to apply this. Can accurately copy and repeat set choreography.</p>	<p>P.E. Rounders & Gymnastics</p>  <p>Beginning to strike a ball with a rounders bat. Can develop a wider range of fielding skills and beginning to use these under some pressure. Can identify when they were successful and what they need to do to improve. Can work co-operatively with others to manage their game. Can understand the need for tactics and can identify when to use them in different situations. Can understand the rules of the game and can apply them honestly most of the time. Know there are different skills for different situations and beginning to use this. Can create and perform sequences using apparatus, individually and with a partner. Can lead a partner through short warm-up routines. Can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance. Can use feedback provided to improve their work. Can use set criteria to make simple judgments about performances and suggest ways they could be improved. Can use strength and flexibility to improve the quality of a performance. Can work safely when learning a new skill to keep themselves and others safe.</p> <p>Netball & Fitness</p> 	<p>P.E. Golf & OAA</p>  <p>Can develop a wider range of skills and beginning to use these under some pressure. Can hold all equipment correctly depending on the shot they are using. Can identify different areas of the golf course. Can identify when they are successful and what they need to do to improve. Can use feedback provided to improve their work. Can work cooperatively with others to manage their game. Know there are different skills for different situations and beginning to use these. Can share job roles. Can navigate around a course using a map. Can orientate a map confidently. Can use critical thinking to approach a task. Can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy</p> <p>Handball & Strategic games</p>  <p>Can lead others and contribute ideas to group work. Can use feedback provided to improve their work. Can apply defensive skills individually and as a team to gain possession, deny space and stop goals. Can dribble, pass, receive and shoot the ball with some control under pressure.</p>
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	<p>Can choreograph phrases individually and with others considering actions and dynamics.</p> <p>Can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>Can lead a group through short warm-up routines.</p> <p>Can refine the way they use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>Can suggest ways to improve their own and other people's work using key terminology.</p> <p>Can use counts when choreographing to stay in time with others and the music.</p> <p>Can use feedback provided to improve my work.</p>	<p>Can communicate with their team and move into space to keep possession and score.</p> <p>Can identify when they were successful and what they need to do to improve.</p> <p>Can pass, receive and shoot the ball with some control under pressure.</p> <p>Can stay with an opponent and are confident to attempt to intercept.</p> <p>Know what position they are playing in and how to contribute when attacking and defending.</p> <p>Know the need for tactics and can identify when to use them in different situations.</p> <p>Know the rules of the game and can apply them honestly most of the time.</p> <p>Know there are different skills for different situations and beginning to apply this.</p> <p>Can analyse their fitness scores to identify areas for improvement.</p> <p>Can choose the best pace for a running event and maintain speed.</p> <p>Can encourage and motivate others to work to their personal best.</p> <p>Can identify how different activities can benefit their physical health.</p> <p>Can work with others to manage activities.</p> <p>Know the different components of fitness and how to test them.</p> <p>Understand what their maximum effort looks and feels like and are determined to achieve it.</p>	<p>Can communicate with their team and move into space to help to maintain possession.</p> <p>Can understand the need for tactics and can identify when to use them in different situations.</p> <p>Can understand the rules and can apply them honestly most of the time including when refereeing.</p>
SMSC/British Values	<p>Spiritual: 1b, 1c, 1d</p> <p>Moral: 2b</p> <p>Social: 3a, 3b</p> <p>Cultural: 4d</p>	<p>Spiritual: 1b, 1c, 1d</p> <p>Moral: 2b</p> <p>Social: 3a, 3b</p> <p>Cultural: 4d</p>	<p>Spiritual: 1b, 1c, 1d</p> <p>Moral: 2b</p> <p>Social: 3a, 3b</p> <p>Cultural: 4d</p>
Music	<p>Music</p> <p>Livin' on a prayer</p>  <p>Can explore the Rock style of music.</p> <p>Can listen to and learn about Rock Anthems.</p>	<p>Music</p> <p>Make you feel my love</p>  <p>Can explore the Pop Ballads style of music.</p> <p>Know about Pop Ballads and listen to and talk about various Pop Ballads.</p>	<p>Music</p> <p>Dancing in the Street</p>  <p>Can explore the Motown style of music.</p> <p>Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.</p> <p>Can listen to and talk about songs.</p>

	<p>Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p> <p>Classroom Jazz</p>  <p>Can explore the Bossa Nova and Swing style of music. Know about Jazz and improvisation. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	<p>Can learn about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p> <p>Fresh Prince of Bel-Air</p>  <p>Can explore the Old-School Hip Hop style of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	<p>Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p> <p>Reflect, Rewind & Replay</p>  <p>Can explore the Classical style of music. Know about the history of music and the language of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>
SMSC/British Values	<p>Spiritual: 1c, 1d Social: 1a, 1b Cultural: 4a, 4d</p>	<p>Spiritual: 1c, 1d Social: 1a, 1b Cultural: 4a, 4d</p>	<p>Spiritual: 1c, 1d Social: 1a, 1b Cultural: 4a, 4b, 4d</p>
French	<p>French Salut, Gustave!</p>  <p>Can greet people and give personal information Can ask and talk about sisters and brothers Can say what people have and have not using 3rd person avoir Can say what people are like using 3rd person etre including negatives</p> <p>A l'école</p>	<p>French La Nourriture</p>  <p>Can ask politely for food items Can describe how to make a sandwich Can express opinions about food Can talk about healthy and unhealthy food</p> <p>En Ville</p>	<p>French En Vacances</p>  <p>Can ask and say where they are going on holiday Can express opinions about holidays Can talk about what they are going to do on holiday Can talk about holiday plans</p> <p>Chez Moi</p>



Can name school subjects
 Can talk about likes and dislikes at school
 Can ask and say the time
 Can talk about timings of the school day



Can name places in the town
 Can ask the way and give directions
 Can say where they are going
 Can give the time and say where they are going



Can name the rooms in the house
 Can describe the rooms in the house
 Can say what people do at home
 Can say what people do and where