



Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

Old John Curriculum Map
Cycle B

	Autumn		Spring		Summer	
School Values	Individuality		Excellence		Adventure	
British Core Values	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	Explorers		Revolution	War and Peace	Who Were the Greeks?	Volcanoes
Curriculum links and progression	LKS2- Bradgate Park, Burps, Bottoms and Bile (Food Glorious Food), Botanical Brilliance		LKS2- Puppet Masters	LKS2- Africa	LKS2- Life before we knew it	LKS2- Botanical Brilliance
Synopsis	Class follow the journey of Shackleton and take on roles within his expedition group. Children write speeches as Shackleton and build shelters to survive the elements. They create newspaper articles, including detailed drawings, based on the events of the journey. Children develop their geographical knowledge through following Shackleton's journey and also explore the concept of journeys through music.	Theme begins with a simulation of a plane crash, survive the wreckage & then explore the 'Amazon' where they have landed – hall set up with sensory & visual elements for them to discover & ask questions such as – how can we survive? What can we eat? What dangers are there? Etc. Unit will then explore plants and animals (lifecycles, food, life cycles, reproduction of plants, protecting our world, classifying plants & animals). Keep a diary/log of how each day in the Amazon is impacting on their survival/existence e.g. learn about lifecycles & food chains & then reflect in diary the impact on the eco-system e.g. animals becoming extinct, food choices based on length of reproduction.	This theme should place the Victorians and the Great Exhibition in history and identify the life and times of people living then. It should focus on the changes during the period and how they have influenced modern day. To fully engage with the Victorians children will get into character to learn about a significant figure from the time period e.g. Thomas Edison, Alexander Graham Bell etc they will explore how their work has influenced life today and investigate light and electricity to create their own product. They will learn about the works of William Morris and how his designs influenced homes, exploring print techniques and creating their own wallpaper design	Journey through British history and discover how crime and punishment has changed throughout the ages, beginning with the Romans and travelling right through to the present day, will discover how changes in society create changes in the kind of crimes that are committed, as well as the ways in which they are punished. The theme will also explore key events and figures in history that have shaped modern Britain, applying map skills to locate key places where these events began. They will apply computing skills to create a short film about crime and punishment and use digital media to explore a key historical figure	During this theme a range of sources of information will be explored to investigate and draw conclusions about life during the Ancient Greek period with a particular focus on everyday life, achievements & influences on modern day http://goo.gl/Zn6G0M . Children will make comparisons between then and now and how we use those Greek ideas today, focusing on the work of famous Greeks (http://goo.gl/p2TnIM Archimedes, Pythagoras, Hippocrates. They will look at Greek designs and patterns and use these to generate their own designs, including through ICT and apply printing techniques. Children will explore Greek myths and write their own using their knowledge & understanding of life during the time.	During this theme pupils will explore volcanos as a natural disaster and think about where they happen and the impact on humans and the physical environment where they occur. Pupils will explore data surrounding volcanic activity and use this to draw conclusions. Maps and atlases will be used to locate the location of volcanos across the world.
Enrichment Opportunities	Survival day in school	Volunteer speaker who works for World Aid	Create their own 'Great Exhibition' for parents to view D&T work	Interactive tour	Trip to Museum to see Greek inspired art work/ visiting theatre company /storyteller.	A talk from a rescue worker. Visit to Bradgate park to look at volcanic areas.
Rights respecting schools award	No 1. Definition of a child No 2. No discrimination No 7. Name and nationality	No 8. Identity No 13. Sharing thoughts freely No 23. Children with disabilities	No 4. Making rights real No 6. Live survival and employment	No 15. Setting up or joining groups No 41. Best Law for children applies No 39. Recovery and reintegration	No 3. Best interests of a child No 9. Keeping families together No 14. Freedom of thoughts and religion	No 18. Responsibility of parents No 28. Access to education
English	<i>For further details of the English Curriculum please see the English Long Term Overview.</i>					
Grammar	<i>For details of the Maths Curriculum please see the Maths Long Term Overview.</i>					
Maths	Coordinates	Branching tree		Measures	Shape	Statistics

Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

		Venn diagrams		24 hour clock		
Science	<p>Living things and their habitats Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals</p> <p>Describes the life process of reproduction in some plants and animals.</p> <p>Explore the life cycle of flowering plants, including pollinations, seed formation and seed dispersal.</p>	<p>Living things and their habitats Pupils should be taught to: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics</p> <p>Can create classification keys when assigning animals to different groups.</p> <p>Can select an appropriate way to record and present data.</p>	<p>Forces Pupils should be taught to: explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p> <p>Can select an appropriate way to record and present data.</p> <p>Recognises that air resistance can slow moving objects.</p> <p>Can present results in tables and charts of increasing complexity.</p> <p>Can explain how air resistance can slow moving objects.</p>	<p>Light Pupils should be taught to: recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>Can suggest ideas or questions that can be investigated scientifically.</p> <p>Can interpret data and draw conclusions indicating whether these match any prediction made.</p> <p>Understands that light appears to travel in straight lines.</p> <p>Knows that we see objects when light travels from a source to the eye.</p>		<p>Animals, including humans Pupils should be taught to: describe the changes as humans develop to old age</p> <p>Can draw simple conclusions by interpreting data collected.</p>
History			<p>The Victorians <i>A significant turning point in British history, for example, the first railways or the Battle of Britain.</i> <i>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</i></p> <p>Examine causes and results of great events and the impact on people.</p> <p>Use evidence to build up a picture of life in time studied select relevant sections of information confident use of library, e-learning, research.</p>	<p>Battle of Britain: We will explore the events of WW2 through the life of a local Fighter Pilot and investigate the significance of the Battle of Britain.</p> <p><i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> <i>a significant turning point in British history, for example, the first railways or the Battle of Britain</i></p> <p>Can select and combine information from different sources.</p> <p>Can describe reasons for and results of some historical events.</p> <p>Can describe some of the differences between societies in Britain.</p>	<p>Ancient Greece: We will study how people lived in Ancient Greece: Houses & homes, rule, education, work & leisure. We will explore the use of music, art and theatre to express aspects of Ancient Greek Culture. We will explore the legacy of this culture in modern society.</p> <ul style="list-style-type: none"> <i>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i> <i>the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day</i> <p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world</i></p> <p>Can consider and have an understanding of the impact of ancient civilisations on the modern world.</p> <p>Can give reasons for why the past may be represented in different ways.</p>	

<p>Geography</p>	<p>We will explore the geographical context of The Antarctic through Shackleton’s Journey.</p> <p>What can we learn from Shackleton?</p> <ul style="list-style-type: none"> ▪ Locate the world’s countries. ▪ Concentrate on environmental regions and key physical characteristics ▪ Use 8 points of a compass ▪ Use maps, atlases and globes to locate countries ▪ Identify the significance of latitude and longitude, Northern and Southern Hemisphere and the Antarctic Circle • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>The Rainforest: South America Place Knowledge: South America & Physical Geography</p> <p>We will learn about how South America is similar and different to other places we have learnt about. We will the study the physical features of the Rainforest, specifically climate zones, biomes and vegetation belts.</p> <p>Is the deciduous forest the easiest biome to live in?</p> <ul style="list-style-type: none"> ▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> ▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Uses some geographical vocabulary to describe the physical features of the rainforest.</p>		<p>Battle of Britain: Through learning about the Battle of Britain we will learn about the locational knowledge of Europe and the cities of the United Kingdom. By exploring battles consider how the human and physical characteristics, key topographical features of a country or city effect the methods of battle.</p> <p>How is the UK linked to Europe in WWII? <i>Locational knowledge</i></p> <ul style="list-style-type: none"> ▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Can use a map and technology to find out about the physical geography of a battle location.</p> <p>Can use a grid and key to identify countries and key physical or human features on a map.</p> <p>Can explain why the physical features of locations affected the battle.</p>	<p>We will learn about Greece and how land use and human activity have changed through history.</p> <p>Newtown Linford is a world away from Greece, discuss.</p> <p><i>Place Knowledge Europe Greece</i></p> <ul style="list-style-type: none"> • Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Can describe features of the land and human activities in ancient Greece.</p> <p>Can explain similarities and differences in land use and human activity between ancient Greece and modern Greece.</p>	<p>We will explore global events such as war, natural disasters and asylum.</p> <p>What causes a global disaster?</p> <ul style="list-style-type: none"> ▪ Identify the world’s countries using maps to focus on Europe ▪ Describe and understand key aspects of volcanoes and earthquakes ▪ Human and physical geography ▪ describe and understand key aspects of: ▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> ▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ▪ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Can use maps, atlases and technology to locate earthquake prone regions in the world.</p> <p>Describe places where volcanoes and earthquakes are more common and explain why.</p>
-------------------------	--	---	--	---	--	--

Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

	Can use the terminology of latitudes, longitudes and hemispheres to explain position and time.	Describes the human geography of the Rainforest. Uses appropriate geographical vocabulary when responding to questions about the rainforest.				
Art	<p>Drawing Illustrate newspaper articles for Shackleton expedition</p> <p>Line – make marks & lines with a range of drawing implements.</p> <p>Form & shape Experiment with different grades of pencil to draw different forms and shapes. Apply tone to a drawing in a simple way.</p> <ul style="list-style-type: none"> ▪ <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> 	<p>Rainforest:</p> <p>Collage Create a rainforest collage – to collect ideas, information and build a visual vocabulary.</p> <p>Experiment with a range of techniques such as tearing, overlapping and layering.</p> <p>Can experiment with a range of collage techniques to create and represent textures.</p>	<p>Prints and Textiles – William Morris</p> <p>Artist Study - Lowry</p> <p>Prints – use a range of printing techniques, including lino, to create pattern and texture.</p> <p>Drawing and Painting - make marks & lines with a range of drawing implements. Form & shape Experiment with different grades of pencil to draw different forms and shapes. Apply tone to a drawing in a simple way.</p> <ul style="list-style-type: none"> ▪ <i>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i> ▪ <i>to create sketch books to record their observations and use them to review and revisit ideas</i> ▪ <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i> ▪ <i>taught about great artists, architects and designers in history</i> <p>Can explain how great artists apply tone in a drawing.</p>	<p>Mixed Media - Soldiers/Blitz</p> <p>Mixed Media - use a range of artistic techniques e.g., collage, painting, print.</p> <ul style="list-style-type: none"> ▪ <i>to create sketch books to record their observations and use them to review and revisit ideas</i> ▪ <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</i> ▪ <i>taught about great artists, architects and designers in history</i> 	<p>Ancient Greeks:</p> <p>Sculpture – 3D - Create clay models, joining clay. Create patterns and texture in clay.</p> <p>Plan, design & make a papier mache model.</p> <ul style="list-style-type: none"> ▪ <i>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material</i> ▪ <i>to create sketch books to record their observations and use them to review and revisit ideas</i> <p>Can produce intricate patterns and textures in a malleable media.</p>	
D & T	<p>Structures: Frame Structures</p> <p>Unit Year 5/6: Structures: Frame Structures</p> <p>To create a shelter for Shackleton and his expedition group. Test with water.</p> <p>Design</p> <ul style="list-style-type: none"> ▪ <i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose,</i> 		<p>Revolution</p> <p>Unit Year 5/6: Mechanical Systems: Cams</p> <p>To develop a cam linked to the narrative ‘Cogheart’.</p> <p>Design</p> <ul style="list-style-type: none"> ▪ <i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i> ▪ <i>generate, develop, model and communicate their ideas through discussion, annotated sketches,</i> 		<p>Greeks</p> <p>Unit Year 5/6: Textiles: Using Computer-Aided Design in Textiles</p> <p>Design and print patterns that are inspired by Ancient Greek designs.</p> <p>Design</p> <ul style="list-style-type: none"> ▪ <i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i> ▪ <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern</i> 	

Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

aimed at particular individuals or groups

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical Knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

To use a cam effectively to make a moving part.

pieces and computer-aided design

- **Make** select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- investigate and analyse a range of existing products

Evaluate

- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Can identify ways computer aided design can be used to support the design process.

Can use computer aided design to produce a fabric design to be used for a purpose.

Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

Can reinforce and strengthen a 3D framework.

Unit: Journeys (10-11)
Musical focus: Performance
 This unit focuses on songs that can be sung in different combinations. The theme of challenging journeys in life resonates through this selection of songs with thoughts of change and transition, and binds them in an optimistic and uplifting song-cycle performance.

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory

Can use voices to play in a solo or ensemble performance with skill and confidence.

Battle of Britain:
Musical focus: Listening
 Listen to the music of WW2 including the Battle of Britain by Ron Goodwin and evaluate preferences <https://www.bbc.co.uk/programmes/p05b8q1k>

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Can evaluate music from a historical period.

Unit: Environment (8-9)
Musical focus: Composition
 Seasons and the environment provide the stimuli for compositions in this unit. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

Can use both voices and instruments to compose and perform as a group

Kapow Y5 Computer Science/Information Technology
Programming: Microbit

- Design, write and debug programs that accomplish specific goals, including controlling or

Kapow Y6 Digital Literacy/Information Technology
Creating media: History of computing

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for

Kapow Y6 Digital Literacy/Computer Science/Information Technology
Skills Showcase: Inventing a product

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

Kapow Year 6 Digital Literacy/Computer Science
Computing systems and networks: Bletchley Park

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Kapow Year 5 Online safety

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Kapow Y6 Digital Literacy/Information Technology
Big Data 1

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they

Music

Computing

Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

simulating physical systems; solve problems by decomposing them into smaller parts

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Can write increasingly complex algorithms for a purpose and can

communication and collaboration

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Can produce a simple radio play with some special effects and simple edits, which demonstrates an understanding of how to use the software and removing any mistakes.

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Can advertise a product through use of website design and video editing.

- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Can discuss the importance and use of codes and secure passwords.

- offer for communication and collaboration
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
 - Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Children have a firm understanding of the use of barcodes, QR and RFID.

Children can work with real time data and can sort within an excel spreadsheet.

Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

decompose a program into smaller steps.

PE/Games	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Swimming</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations <p>Can involve others and motivate others around me to perform better (Personal and Social)</p>	<p>PE Session 1: Invasion Games</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: Swimming</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations 	<p>PE Session 1: Gymnastics & Dance</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>PE Session 2: Gymnastics and Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best <p>I can develop methods to outwit opponents (Cognitive)</p>	<p>PE Session 1: Gymnastics & Dance</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>PE Session 2: Real PE (Applying Physical Skills)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>use running, jumping, throwing and catching in isolation and in combination</p> <p>Can effectively transfer skills and movements from a range of activities and sports (Applying Physical Skills)</p>	<p>PE Session 1: Fielding Games</p> <ul style="list-style-type: none"> Refine batting, understand and develop batting tactics apply the rules of rounders use fielding, throwing, batting and bowling techniques in a game scenario <p>I can use a range of skills confidently in sports specific contexts (Applying Physical Skills)</p>	<p>PE Session 1: Athletics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <p>PE Session 2: (Health and Fitness)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance <p>use running, jumping, throwing and catching in isolation and in combination</p>
-----------------	---	---	---	--	---	---

MFL	<p>Lightbulb languages Unit 10: Journeys and Travel</p> <p>I can recognise how symbols, products, objects can represent the culture of a country.</p>	<p>Lightbulb Languages Unit 11: Celebrations</p> <p>I can read carefully and show understanding of words, phrases and simple writing.</p>	<p>Lightbulb Languages Unit 16: Places and Towns</p> <p>I can describe people, places, things and actions orally* and in writing.</p>	<p>Lightbulb languages Unit 15 French Schools</p> <p>I can engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</p>
------------	--	---	--	---

Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

RE	<p>Christians and Humanists What matters most to Christians and Humanists?</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. (A2)</p>	<p>Christians What would Jesus do? (Can the values of Jesus be lived by in the 21stCentury?)</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live. (B3)</p>	<p>Christians, Hindus and Jewish people If God is everywhere, why go to a place of worship?</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself. (C1)</p>	<p>Christians, Hindus and also Humanists What do religions say when life is hard?</p> <p>Explain some similarities and differences between beliefs about life after death. (B2)</p>		
PSHE	<p>Citizenship Rights, Rules & Responsibilities (RR 5/6)</p> <ul style="list-style-type: none"> • How does my behaviour online affect others and how can I show respect? • Why is it important to keep my personal information private, especially online? • How can I contribute to making and changing rules in school? • How else can I make a difference in school? • What are the basic rights of children and adults? • Why do we have laws in our country? • How does democracy work in our community and in our country? • What do councils, councillors, parliament and MPs do? • How do I take part in debate, respectfully listening to other people's views? <p>I can describe the rights and responsibilities I have.</p>	<p>Citizenship Working Together (WT 5/6)</p> <ul style="list-style-type: none"> • What are my strengths and skills and how are they seen by others? • What helps me learn new skills effectively? • What would I like to improve and how can I achieve this? • How could my skills and strengths be used in future employment? • What are some of the jobs that people do? • How can I be a good listener to other people? CF • How can I share my views effectively and negotiate with others to reach agreement? RR • How can I persevere and help others to do so? CF • How can I give, receive and act on sensitive and constructive feedback? RR <p>I can explain and show the skills I have when working together.</p>	<p>Economic Wellbeing Financial Capability (FC 5/6)</p> <ul style="list-style-type: none"> • What different ways are there to gain money? • What sort of things do adults need to pay for? • How can I afford the things I want or need? • How can I make sure I get 'value for money'? • Why don't people get all the money they earn? • How is money used to benefit the community or the wider world? • What is poverty? <p>I understand the sorts of things that money can buy</p>	<p>Healthy & Safer Lifestyles Managing Safety and Risk (MSR 5/6)</p> <ul style="list-style-type: none"> • When might it be good for my mental health for me to take a risk? MW • What are the possible benefits and consequences of taking physical, emotional and social risks? MW • When am I responsible for my own safety as I get older and how can I keep others safer? BS • How can I safely get the attention of a known or unknown adult in an emergency? BS • Can I carry out basic first aid in common situations, including head injuries? BFA • What are the benefits of cycling and walking on my own and how can I stay safer? MW • How can being outside support my wellbeing & how do I keep myself safe in the sun? HP • What are the benefits of using public transport and how can I stay safe near railways? • How can I prevent accidents at school and at home, now that I can take more responsibility? <p>I know how to look after my mental wellbeing</p>	<p>Myself & My Relationships Beginning and Belonging (BB 5/6)</p> <ul style="list-style-type: none"> • What are my responsibilities for helping others in school feel happy and safe? RR • How can I take responsibility for building relationships in my school and how does this benefit us all? CF • How might different people feel when starting something new and how can I help? MW • How do we help people feel welcome and valued in and out of school? CF • What helps me to be resilient in a range of new situations? MW • Are there more ways I can get help now and how do I seek support? BS <p>I understand my responsibilities and how they change over time</p>	<p>Myself & My Relationships Managing Change (MC 5/6)</p> <ul style="list-style-type: none"> • What positive and negative changes might people experience? CAB • How do people's emotions evolve over time as they experience loss and change? MW • How can I manage the changing influences and pressures on my friendships and relationships? CF • What different strategies do people use to manage feelings linked to loss and change and how can I help? MW • How might people whose families change feel? • When might change lead to positive outcomes for people? • What positive and negative changes have I experienced and how have these experiences affected me? CAB • What strategies will help me to thrive when I move to my next school? MW <p>I know some of the ways people manage their emotions.</p>