



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

Old John Curriculum Map
Cycle A

	Autumn		Spring		Summer	
School Values	Individuality		Excellence		Adventures	
British Core Values	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
Topic	Bloodheart	The Trading Game	Mayans	Rainforests	Darwin’s Delights Our Changing World	Tudors
Synopsis	This theme will be based on the novel Pig Heart Boy by Malorie Blackman in which a young boy receives a pig heart transplant to keep him alive. In order to deepen their understanding of the text and the human body the pupils will explore the circulatory & respiratory system; they will conduct investigations into the effects of exercise on the body and apply their mathematical skills in collecting and presenting data; they will explore human form through their observations and apply art skills to create a sculpture based on their observations; they will design and cook a healthy meal explaining how they have made their choices and the impact of a healthy diet on their lifestyle. In discrete PSHE lessons they will develop an understanding of drugs and their impact and computing lessons will focus how they can stay safe on the internet.	This enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years. The Silk Road, which remains the world’s most enduring trade route between China and Europe, demonstrates to pupils the key concept of trade – producing commodities that other people around the world don’t have and are prepared to pay to obtain. The children will then be introduced to the concept and practice of Fairtrade through the experiences of real banana farmers in St Lucia. Pupils are then encouraged to investigate the significance of Fairtrade within their own school and to consider how it might go about becoming an accredited Fairtrade School.	In this topic the children will learn who the ancient Maya people were and where and when they lived. They will use maps and atlases to locate Maya cities and identify countries in Mesoamerica. In addition to this they will learn about the religious beliefs and rituals of the ancient Maya people and find out more about some of the many gods they worshipped. The children will also learn about the Maya writing and number system and have the opportunity to read and write Maya numbers and practise writing words. The children will learn about the work of the explorers John Lloyd Stephens and Frederick Catherwood and have the opportunity to analyse historical pictures of the cities they discovered. They will also learn about the types of food eaten by the ancient Maya people and they will find out about the significance of corn and chocolate	In this theme, the children will take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They will compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats. In art they will make observational drawings using items from nature. They will also study the work of a local artist and recreate work in their style.	Darwin’s Delights will explore the scientific discoveries of Charles Darwin; how characteristics passed from one generation to the next and how species have adapted to suit their environments. They will explore the process of natural selection, and how our understanding of the process of evolution has developed over time thanks to the work of scientists and paleontologists. They will discover how our world has changed over time and the impact of extreme weather upon the earth. They will use paper engineering to re-tell the story of evolution and the work of Charles Darwin.	During this theme pupils will find out all about England, where places are located, how they are accessed, why people might choose to live there etc. They will learn about the Anglo-Saxons & how England first got its name. They will also learn about forces and how they impact on travel and they will plan a journey from one part of the country to another based on their knowledge of places, forces and geographical skills. They will be able to apply maths skills in calculating measures & time. Their computing skills will design a webpage for England and why it is a good place to visit.
Enrichment Opportunities	Heart dissection		Visit to Cadbury’s World National Space Centre Visit to a Planetarium	Fieldwork – Bradgate Park The Explorer by Katherine Rundell	Anthropologist Speaker	Visiting historian
Global Awareness	How has medicine developed over the last 10 years across the world?		Discuss how many nationalities work on the National Space Station	Looking beyond global boundaries. How people adapt to different environments.	Key archaeology sites worldwide	
English	For further details of the English Curriculum please see the English Long Term Overview.					
Maths	For details of the Maths Curriculum please see the Maths Long Term Overview.					
Science	<u>Animals including humans</u> Pupils should be taught to:	<u>Electricity</u> Pupils should be taught to:	<u>Earth and space</u> Pupils should be taught to:	<u>Properties and changes of materials</u> Pupils should be taught to:	<u>Evolution and inheritance</u> Pupils should be taught to:	

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	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>	<p>describe the movement of the Earth and other planets relative to the sun in the solar system</p> <p>describe the movement of the moon relative to the Earth</p> <p>describe the sun, Earth and moon as approximately spherical bodies</p> <p>use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>compare and group together everyday materials on the basis of their properties, and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. Demonstrate that dissolving, mixing and changes of state are reversible changes. 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</p>	<p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
Learning Objectives	<ul style="list-style-type: none"> • Demonstrate prior knowledge of systems within the human body. • Explain the specific functions of the lungs in the circulatory system. • Understand the processes of how water and nutrients are transported in the body. • State the beneficial impact of a healthy diet and exercise on the human body. • Describe how smoking cigarettes impacts negatively on the body. 	<ul style="list-style-type: none"> • Explain how our understanding of electricity has changed over time; • Draw circuit diagrams using the correct symbols and label the voltage correctly; • Understand the effect of adding different components, e.g. adding more bulbs • Understand the effect of varying the design of the circuit e.g. series circuit and parallel circuit • Plan an investigation to answer quesitons, e.g. investigating the relationship between wire length and the brightness of bulbs or the loudness of buzzers. 	<ul style="list-style-type: none"> • Describe the Sun, Earth and Moon as spherical. • I can name and describe features of the planets in our solar system. • I can order the planets in our solar system. • Distinguish between heliocentric and geocentric ideas of planetary movement. • Explain that day and night is due to rotation of the Earth. • Support the idea that different places on Earth experience night and day at different times with evidence. • Explain how the Moon moves relative to the Earth. 	<ul style="list-style-type: none"> •To describe and compare different materials •To describe different states of matter, e.g. solid, liquid, gas • Identify and Explain the uses of thermal and electrical conductors and insulators • Identify materials that are soluble or insoluble in water. Explain and investigate dissolving •Understand the process of evaporation and condensation • Explain the processes used to separate mixtures. • Identify and explain irreversible changes. Identify the new materials made in irreversible changes 	<ul style="list-style-type: none"> • Identify inherited traits and adaptive traits. • Understand that adaptations are random mutations. • Develop an understanding of the development of evolutionary ideas and theories over time. • Explain how human evolution has occurred and compare modern humans with those of the same genus and family. • Understand that adaptation and evolution is not a uniform process for all living things. • Give examples of selective and cross-breeding. • Describe how living things evolve via the process of natural selection.
Assessment Statements	<p>Identify and name the main parts of the human circulatory system.</p> <p>Explains the function of the heart, blood vessels and blood.</p>	<p>Can use conventional symbols to accurately draw and make a circuit.</p>	<p>Can recognise patterns in data and suggest explanations</p> <p>Knows how we get day and night and how the Earth spins.</p>	<p>Understand the ways in which materials can change.</p> <p>Can describe what happens when a solid dissolves in a liquid</p>	<p>Recognises that answering questions in science is about linking cause and effect.</p> <p>Recognises that living things have evolved over time</p> <p>Understands inheritance and evolution</p>

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	Can decide how to turn ideas into a form that can be tested	I can create circuits and add different components and understand the effect Uses test results to plan further comparative and fair tests.				
History	Medicine over time A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066		Mayans A non-European society that provides contrasts with British history			The Tudors Conflict, Monarchy Local Study: The nine-day Queen. To complete a local history study on Lady Jane Grey. <ul style="list-style-type: none"> A study of an aspect or theme in British history that extends pupil/s chronological knowledge beyond 1066. a local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Learning Objectives	<ul style="list-style-type: none"> To know what the term <i>life expectancy</i> means and how and why this changed over time Understand and explain why life expectancy was so low for so many years. To understand the cause of the Great Plague and the actions people took to cure To describe and sequence the main milestones in the history of medicine in Britain To know about key scientists that had a significant impact (Edward Jenner) To know about recent scientists and scientific advancements in medicine Evaluate and justify which scientific advancement/invention pupils think was the most important 		<ul style="list-style-type: none"> Know where the Mayans fit in history Say where the ancient Maya people lived, naming some major features and cities in them. Demonstrate an understanding of ancient Maya culture and history Explain different ritual elements of the ancient Maya religion and describe some of the main gods Know about the Mayan's beliefs about the afterlife: Upper world, Middle world and Under world Read and write larger numbers, combining some syllabograms to create glyph blocks and write some words. Know that corn and chocolate were important foods and be able to identify some reasons for this. 			<ul style="list-style-type: none"> Who and when were the Tudors? Who was Henry 8th – why do we remember him today? (How did life in Britain change as a result of his reign?), eg To know who were Henry V111s wives To know other monarchs that ruled during the Tudor Times - Who is Lady Jane Grey? Where does she fit into British History? To describe what life was like in Tudor times, clothes, food, houses, famous people, e.g. Shakespeare To know about Tudor explorers – to understand why it was called the age of exploration (The Spanish Armada)

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Assessment statements	Can describe changes in an aspect of social history		Can make links between the different ways in which the past is represented. Can build appropriate answers using the correct historical terms when answering questions about the past.			
Geography		Trade and Economics The children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. The children will also learn about fair trade and why it is important in a global market		Rainforests (Physical Geography) and How are scientists saving tigers? We will identify countries and climates Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. <i>Geographical skills and fieldwork</i> <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedlocate 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	Galapagos Islands – Our Changing World Geographical skills and fieldwork <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	

Newtown Linford Primary School
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Learning Objectives		<ul style="list-style-type: none">Describe and explain why the Silk Road was the most important trading route in the history of the world.To understand how trading has changed through timeExplain why and how countries trade with each otherIdentify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of tradingDescribe, explain and reflect on why the terms of international trade are not always fair for some producers of goodsExplain what Fairtrade is and evaluate and judge the benefits to be gained from certification		<ul style="list-style-type: none">To know the names of climatic regions and their characteristicsTo understand different biomes and where they are and what they are likeUse maps and atlases to locate where are rainforests are found and describe and understand the features of the different layers of the rainforestIdentify the different ways humans use and rely on the rainforest. Discuss human impact on the rainforestHow are tigers distributed around the world?Why are tigers moving to live in the cities?Identify different ways we can change to protect tigers and the rainforest	<ul style="list-style-type: none">To locate the Galapagos Islands on a mapDescribe the climate using tropics/equator etcTo describe the physical features of the IslandsTo understand the impact of human activity on a placeTo understand about threats to the islands and the important of conservation	
		<p>Can explain why countries need to import goods</p> <p>Understand the positive and negative effects of multinational companies on local trade</p>		<p>Uses maps, Atlas and technology to locate where rainforests are found</p> <p>Can describe and explain the reasons for the earth's climate linked to its physical geography</p> <p>Explains issues about sustainability</p>	<p>To understand the impact of humans on the environment</p>	
Art	<p>Great Artists – Technical Drawings</p> <p>Artist study - Leonardo Davinci</p> <p>Drawing - use a range of drawing implements to create pattern and texture.</p> <ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materialstaught about great artists, architects and designers in history <p>Learning objectives</p> <p>To know who is Leonardo Da Vinci</p>	<p>Art to depict beliefs:</p> <p>Using art to show beliefs and way of life</p> <p>To design and make a Mayan Mask</p> <p>3d Work - recreate 2d images in a 3d piece</p> <ul style="list-style-type: none">To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Learning Objectives</p> <p>To use sketch books to record and improve ideas</p> <p>To understand that art can have both meaning and message</p>	<p>Nebula Art</p> <p>Using watercolour paint wet on wet to mix colours to create the visual effects of a Nebula.</p> <p>Colour – use primary colours to make secondary colours. Mix tints and shades.</p>	<p>Nature:</p> <p>Painting/Drawing</p> <p>Close observational drawings of items in nature – making marks and lines with a range of drawing implements.</p> <ul style="list-style-type: none">to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (realism, impressionism, sculpture and abstract imagery)taught about great artists, architects and designers in history <p>Learning Objectives</p> <p>Represent things observed</p> <p>Paint with increasing care and accuracy</p> <p>Create different effects by using a variety of tools and techniques, e.g. dots, scratches and splashes</p> <p>Summer 1 – Abstract Art</p>		<ul style="list-style-type: none">to create sketch books to record their observations and use them to review and revisit ideasto improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

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	<p>To describe and evaluate Leonardo Da Vinci's work</p> <p>To recreate work in the style of Leonardo Da Vinci – portraits and people</p>	<p>· To use visual symbols to create a meaningful message</p> <p>· To develop ideas for 3D work through sketching, drawing and visualisation in 2</p>				
	Can identify artists who have worked in a similar way to their own.	Can talk about great artists, architects and designers in history.	Can mix and match colours to create atmosphere and light effects.	Can paint with increasing care and accuracy		Can use different techniques, colours and textures when designing and making a piece of work.
D & T	<p>Bloodheart</p> <p>Unit Year 5/6: Cookery They will design and cook a healthy meal explaining how they have made their choices and the impact of a healthy diet on their lifestyle</p> <p>Design</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> 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 	<p>Unit Year 5/6 - Electrical Systems – More Complex Switches and Circuits</p> <p>Make a nightlight for buddies</p> <p>Design</p> <ul style="list-style-type: none"> 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p>Food Tech</p> <p>Design and make a product using Fair Trade ingredients</p>			<p>Anglo Saxons:</p> <p>Unit Year 5/6 Food - Celebrating culture and seasonality</p> <p>Making breads</p> <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed <p>Can explain that seasons may affect the food available. (Food and nutrition)</p>

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

	Design a product for a specific purpose	<ul style="list-style-type: none"> understand how key events and individuals in design and technology have helped shape the world Technical knowledge understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] <p>Can make a more complex electrical circuit. (Make)</p>				
Music	<p>Year 6</p> <p>Advanced rhythms</p> <p>Exploring rhythmic patterns in order to build a sense of pulse and using this understanding to create a composition.</p>	<p>Year 5</p> <p>The Blues</p> <p>Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose</p>	<p>Year 5</p> <p>Holi Festival</p> <p>Children explore the associations between music, sounds and colour, building up to composing and performing their own musical composition to represent Holi.</p> <p>Can talk about at least two famous composers and their work.</p>	<p>Year 6</p> <p>Film Music</p> <p>Exploring and identifying the characteristics of film music. Creating a composition and graphic score to perform alongside a film</p>	<p>Year 6</p> <p>Theme and variations (Theme: Pop Art)</p> <p>Children explore the musical concept of theme and variations and discover how rhythms can ‘translate’ onto different instruments.</p> <p>Can use musical notation with confidence.</p>	<p>Year 5</p> <p>Musical Theatre</p> <p>Children are introduced to musical theatre, learning how singing, acting and dancing can be combined to give an overall performance.</p>
Computing	<p>Kapow Y5 Digital Literacy/Computer Science</p> <p>Programming: Music</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or 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 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 	<p>Kapow Y5 Digital Literacy</p> <p>Computing systems and networks: Search Engines</p> <ul style="list-style-type: none"> 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Kapow Y5 Digital Literacy/Information Technology</p> <p>Data Handling: Mars Rover 1</p> <p>Skills Showcase: Mars Rover 2</p> <ul style="list-style-type: none"> 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 	<p>Kapow Y6 Digital Literacy</p> <p>Data Handling: Big data 2</p> <ul style="list-style-type: none"> 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 Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 	<p>Kapow Y5 Digital Literacy/Information Technology/Computer Science</p> <p>To create stop motion animation of the evolution of studied animals.</p> <p>Creating media: Stop Motion Animation</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or 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 <p>Can make a clear animation using stop motion using multiple frames.</p>	<p>Kapow Y6 Computer Science</p> <p>Introduction to Python</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or 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 Select, use and combine a variety of software (including internet

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

	<p><i>goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p>Can use a loop and repeat in their program.</p>	<p>Understand what a search engine is, how it can be used and how to evaluate content online.</p>	<p>Understands what binary is and what it is used for in computing.</p>			<p><i>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</i></p> <p>Can Iterate ideas, testing and changing throughout the lesson and explaining what their program does independently.</p>
PE/Games	<p>PE Session 1: Invasion Games and Orienteering</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: Real PE (Personal and Social)</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 compare their performances with previous ones and demonstrate improvement to achieve their personal best <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: Real PE (Cognitive and Creative)</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance 	<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: 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: Invasion Games</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending <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: Invasion Games</p> <ul style="list-style-type: none"> 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>I can use a range of skills confidently in sports specific contexts. (Applying Physical Skills)</p>	<p>PE Session 1: Invasion Games and 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>

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MFL	Twinkl Unit 5 All about ourselves- Body parts <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary describe people, places, things and actions orally* and in writing Languages <p>I can join in with a short conversation.</p> <p>I can write words, phrases and a few sentences using a model.</p>	Lightbulb Languages Unit 10 Journey to school <ul style="list-style-type: none"> present ideas and information orally to a range of audiences* engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* describe people, places, things and actions orally* and in writing Languages understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>I can identify similarities and differences in everyday life.</p>	Lightbulb languages Unit 12: Planets <ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* write phrases from memory, and adapt these to create new sentences, to express ideas clearly read carefully and show understanding of words, phrases and simple writing broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary <p>I enjoy interacting with a new language.</p>	Twinkl Year 6 Let's go places <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* speak in sentences, using familiar vocabulary, phrases and basic language structures present ideas and information orally to a range of audiences* broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally* and in writing Languages understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>I recognise how aspects of the culture of different countries become incorporated into daily life of others.</p>	Twinkl Unit Year 5 Family and friends <ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures describe people, places, things and actions orally* and in writing Languages understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. <p>I can join in with a short conversation.</p>	
RE	Christians and Humanists Why do some people think that God exists? Present different views on why people believe in God or not, including their own ideas. (C1)	Christians, Muslims and Humanists Is it better to express your beliefs in arts and architecture or in charity and generosity?	Muslims What does it mean to be Muslim in Britain today? Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. (A2) Describe and reflect on the significance of the Holy Qur'an to Muslims. (B1)		Hindus, Christians and Muslims What difference does it make to believe in ahimsa(harmlessness), grace and Ummah (community) Consider similarities and differences between beliefs and behaviour in different faiths. (B3)	
PSHE	Family Relationships	Citizenship	Economic Well-being	Health and Well-being Considering ways to prevent illness	Safety and the Changing Body	Transition

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	<p>Identifying ways families might make children feel unhappy or unsafe</p> <p>Exploring the impact that bullying might have.</p> <p>Exploring issues which might be encountered in friendships and how these might impact the friendship</p> <p>To know that stereotypes can be unfair, negative and destructive.</p> <p>Identifying ways to challenge stereotypes</p> <p>I understand the concept of stereotyping.</p>	<p>Explaining why reducing the use of materials is positive for the environment.</p> <p>Identifying the contribution people make to the community and how this is recognised.</p> <p>Developing an understanding of how parliament and Government work</p> <p>Discussing ways to challenge prejudice and discrimination.</p>	<p>Discussing risks associated with money. Making a budget based on priorities</p> <p>Identifying jobs which might be suitable for them.</p> <p>Discussing the role of money in selecting a job.</p> <p>Discussing some risks associated with gambling</p> <p>I can identify and evaluated risky situations.</p>	<p>Developing independence for protecting myself in the sun.</p> <p>Understanding the relationship between stress and relaxation.</p> <p>Considering calories and food groups to plan healthy meals.</p> <p>Developing strategies for being resilient in challenging situations.</p> <p>I know how to live a healthy lifestyle.</p>	<p>Developing an understanding of how to ensure relationships online are safe.</p> <p>Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Learning about the emotional changes during puberty. Identifying reliable sources of help with puberty. (Conception in y6)</p> <p>To know how to carry out basic first aid</p> <p>I understand physical and emotional changes in males and females.</p>	<p>Recognising own skills and how these can be developed</p> <p>Exploring a greater range of strategies to deal with feelings associated with change</p>
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