

KS2 Curriculum Coverage Map:

Years 5&6						
	Term 1		Term 2		Term 3	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	WW1	Ancient Greece	Environmental Change	Ancient Greece	World War 2	Amazon Rainforest
Core Texts for reading lessons:	Private Peaceful White Feather	The Adventures of Odysseus Ancient Greek Study Guide	Aubrey and the Terrible Ladybirds The last wild	The Hobbit The Girl of Ink and Stars	Boy in the striped Pyjamas Mohinder's War	The Explorer Journey to the River Sea North and South America Study Book
History	World War 1 *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	Ancient Greece *Ancient Greece – a study of Greek life and achievements and their influence on the western world		Ancient Greece *Ancient Greece – a study of Greek life and achievements and their influence on the western world	World War 2 *A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Geography			Environmental Change *Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water *Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			Amazon Rainforest *Comparison between UK and South America *Physical geography, including: climate zones, biomes and veg
Science	Electricity Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 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	Forces 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	Earth and Space describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies	Evolution and Inheritance Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	Light 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	Changes of state Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

	Use recognised symbols when representing a simple circuit in a diagram	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	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	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
Design Technology	Year 5: Structure - Bridges 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 Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Apply their understanding of how to strengthen, stiffen and reinforce more complex structures Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work		Year 5:		Year 5: Textiles - Soft Toy 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 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	
	Year 6:		Year 6: Food - Come Dine With Me Understand and apply principles of a healthy and varied diet Prepare and cook 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		Year 6:	
Art and Design	Year 5:		Year 5: Painting and Mixed Media - Portraits To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. To create sketch books to record their observations and use them to review and revisit ideas		Year 5:	

		<p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>	
	<p>Year 6: Craft: Photo Opportunity</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>	<p>Year 6:</p>	<p>Year 6: Painting and Mixed Media- Artist Study</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>
<p>Computing</p>	<p>Year 5: Computing systems and networks: Search engines</p> <p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Year 5: Programming (1) - Music</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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>	<p>Year 5: Data Handling (1) - Mars Rover</p> <p>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</p> <p>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>
	<p>Year 6: Bletchley Park</p> <p>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</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Year 6: Big Data (1)</p> <p>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</p> <p>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> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Year 6: History of Computers</p> <p>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</p> <p>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>

PSHE/RSE	<p align="center">Year 5: Being me in my world</p> <p>*I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>*I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p>	<p align="center">Year 5: Celebrating difference</p> <p>*I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>*I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p>	<p align="center">Year 5: Dreams and goals</p> <p>*I can compare my hopes and dreams with those of young people from different cultures.</p> <p>*I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p>
	<p align="center">Year 6: Being me in my world</p> <p>*I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>*I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p align="center">Year 6: Celebrating difference</p> <p>*I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>*I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p align="center">Year 6: Dreams and goals</p> <p>*I can explain what motivates me to make the world a better place.</p> <p>*I can explain different ways to work with others to help make the world a better place.</p>
French	<p align="center">Year 5: Do you have a pet?</p> <p>*All national curriculum objectives covered in each unit*</p>	<p align="center">Year 5: What is the date?</p> <p>*All national curriculum objectives covered in each unit*</p>	<p align="center">Year 5: The weather</p> <p>*All national curriculum objectives covered in each unit*</p>
	<p align="center">Year 6: At School</p> <p>*All national curriculum objectives covered in each unit*</p>	<p align="center">Year 6: The Weekend</p> <p>*All national curriculum objectives covered in each unit*</p>	<p align="center">Year 6: Me in the world</p> <p>*All national curriculum objectives covered in each unit*</p>
P.E.	<p align="center">Fundamental Movements:</p> <p align="center">Coordination: Ball Skills Static Balance: Reaction / Response</p> <p align="center">Personal:</p> <p>*I can cope well and react positively when things become difficult. *I can persevere with a task and improve my performance through regular practice.</p> <p align="center">Dance</p>	<p align="center">Fundamental Movements:</p> <p align="center">Dynamic Balance: On a Line Counter Balance: With a Partner</p> <p align="center">Social:</p> <p>*I help organise roles and responsibilities and can guide a small group through a task. *I cooperate well with others and give helpful feedback.</p> <p align="center">Gymnastics</p>	<p align="center">Fundamental Movements:</p> <p align="center">Static Balance: Stance Coordination: Footwork</p> <p align="center">Cognitive:</p> <p>*I can use awareness of space/others to make good decisions. *I can understand ways (criteria) to judge performance.</p> <p align="center">Dance</p>
Music	<p align="center">Year 5: Specialist Teaching Ukulele</p> <p align="center">*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>		

*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

Year 6: Advanced Rhythms

*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
 *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

Year 6: Dynamics, pitch, texture

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

Year 6: Songs of WW2

*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
 *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

Years 5 & 6						
	Term 4		Term 5		Term 6	
	Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2
	Natural Disasters	Kingdom of Benin	Vikings and Anglo Saxons	Feeding the Uk	Migration and the Windrush	Enterprise Challenge
Core Texts	The adventures of Auden Dare Journey to the centre of the earth		Viking Boy Beowulf	War of the worlds Bloom Geography of United Kingdom Study Book	Windrush Child Boy in the back of the class	Nowhere Emporium Make More Noise!
History		Kingdom of Benin A non-European society that provides contrasts with British history	Vikings and Anglo Saxons Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Migration and the Windrush A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	
Geography	Natural Disasters physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, *Use maps, atlases, globes and mapping to locate countries and describe features studied *Describe and understand key aspects of physical geography			Feeding the Uk *name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, ke topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time *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 *Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Migration and the Windrush use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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	
Science	Light	Changes of state Compare and group together everyday	Animals Inc Humans	Living things and habitats	Animals Inc Humans	Living things and habitats

	<p>Recognise that light appears to travel in straight lines</p> <p>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</p> <p>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</p> <p>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>materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>Describe the changes as humans develop to old age</p> <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>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and Animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>	<p>Describe the changes as humans develop to old age</p> <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>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and Animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>
<p>Design Technology</p>	<p>Year 5:</p>		<p>Year 5: Digital World - Monitoring devices</p> <p>Apply their understanding of computing to program, monitor and control their products</p> <p>Understand how key events and individuals in design and technology have helped shape the world</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>		<p>Year 5:</p>	
	<p>Year 6: Electrical Systems - Steady Hand Game</p> <p>Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>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> <p>Understand how key events and individuals in design and technology have helped shape the world</p>	<p>Year 6:</p>	<p>Year 6: Mechanical Systems - Autonomia Toys</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> <p>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</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>Select from and use a wider range of materials and components, including</p>			

			construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
Art and Design	<p>Year 5: Sculpture and 3D - Sculpture to fit a design brief</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>	Year 5:	<p>Year 5: Drawing - Imagery related to the 'space race'</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>
	Year 6:	<p>Year 6: Drawing - Art with a message</p> <p>To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Learn about great artists, architects and designers in history.</p>	Year 6:
Computing	<p>Year 5: Creating media - stop motion animation</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>Year 5: Programming (2) - Microbit</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>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> <p>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</p>	<p>Year 5: Skills showcase - Mars Rover</p> <p>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>
	Year 6: Intro to Python	Year 6: Data Handling (2)	Year 6: Skills showcase - inventing a product

	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p>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</p> <p>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> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>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> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>
PSHE/RSE	<p>Year 5: Healthy Me</p> <p>*I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>*I can summarise different ways that I respect and value my body.</p>	<p>Year 5: Relationships</p> <p>*I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>*I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p>	<p>Year 5: Changing me</p> <p>*I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>*I can express how I feel about the changes that will happen to me during puberty. I accept these changes might happen at different times to my friends.</p>
	<p>Year 6: Healthy Me</p> <p>*I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>*I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure</p>	<p>Year 6: Relationships</p> <p>*I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>*I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>Year 6: Changing me</p> <p>*I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>*I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
French	<p>Year 5: Clothes</p> <p>*All national curriculum objectives covered in each unit*</p>	<p>Year 5: The Romans</p> <p>*All national curriculum objectives covered in each unit*</p>	<p>Year 5: Habitats</p> <p>*All national curriculum objectives covered in each unit*</p>
	<p>Year 6: Healthy Lifestyles</p>	<p>Year 6:</p>	<p>Year 6: The planets</p>

	All national curriculum objectives covered in each unit		*All national curriculum objectives covered in each unit*
P.E.	<p>Fundamental Movements:</p> <p>Static Balance: Floorwork Static Balance: Seated</p> <p>Creative:</p> <p>*I can change tactics, rules or tasks to make activities more fun or more challenging. *I can link actions and develop sequences of movements that express my own ideas.</p> <p>Gymnastics</p>	<p>Fundamental Movements:</p> <p>Dynamic Balance to agility: Jumping and landing Static Balance: One leg</p> <p>Physical</p> <p>*I can link actions together so that they flow. *I can perform a variety of movements and skills with good body tension.</p>	<p>Fundamental Movements:</p> <p>Coordination: Sending and receiving Agility: Ball Chasing</p> <p>Health and fitness</p> <p>*I can record and monitor how hard I am working. *I can explain how often and how long I should exercise to be healthy. *I can describe the basic fitness components.</p>
Music	<p>Year 5: Composition notation</p> <p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Use and understand staff and other musical notations</p> <p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Year 5: Blues</p> <p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Use and understand staff and other musical notations</p> <p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>*Develop an understanding of the history of music</p>	<p>Year 5: South and West Africa</p> <p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Use and understand staff and other musical notations</p> <p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>*Develop an understanding of the history of music</p>
	<p>Year 6: Film Music</p> <p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Use and understand staff and other musical notations</p> <p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Year 6: Theme and variations</p> <p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Use and understand staff and other musical notations</p> <p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>*Develop an understanding of the history of music</p>	<p>Year 6: Composing and performing a leavers song</p> <p>*Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>*Listen with attention to detail and recall sounds with increasing aural memory</p> <p>*Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>