

## Year 5 & 6 - Emerald Curriculum Map - Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Literacy to be taught through core books and sustained themes, with text type links made through the contexts. See suggested text list for ideas.	<b>Narrative</b> Description, writing in role, retelling and creating stories, blurbs, play scripts.		<b>Non-fiction</b> Persuasive writing, discussion, non-chronological reports, explanation, biography, book review, recount.		<b>Poetry</b> Free verse, narrative poetry, poems with imagery.
Mathematics	Place Value <b>Addition/Subtraction</b> Multiplication/Division <b>Fractions</b> Percentages	Shape, angles, triangles <b>Area and perimeter</b> Weight, Capacity, length <b>Statistics</b> Time	2D and 3D shapes <b>Co-ordinates</b> Fractions, decimals, percentages <b>Properties of Numbers</b> Money	Multiplication/division <b>Addition/Subtraction</b> Co-ordinates <b>Statistics</b> Fractions, decimals, percentages	Rotation, symmetry, translation <b>Statistics</b> Inverse/brackets <b>Word problems/investigations</b>	2D/3D shapes <b>Time</b> Weight, capacity, length <b>Investigations</b>
Science	Living things and their habitats  ♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ♣ describe the changes as humans develop to old age.	Properties and changes in materials  ♣ 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 ♣ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	Properties and changes in materials  ♣ 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 ♣ 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.	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 ♣ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Reproduction in plants and animals  ♣ describe the life process of reproduction in some plants and animals	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 ♣ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
	Science During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ☐ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ☐ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ☐ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graph ☐ using test results to make predictions to set up further comparative and fair tests ☐ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ☐ identifying scientific evidence that has been used to support or refute ideas or arguments.					
Religious Education	What is the importance of symbols, beliefs and teaching in Hinduism?	Why is Remembrance important?  What do Christians mean by peace at Christmas?	What does it mean to be a Muslim?	The contemporary Anglican Church. What happens in churches during Lent and Easter?	Liturgy.	The journey of life and death.

Art and design	Objects and meaning		What a performance		A sense of place	
	<ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history.</li></ul>		<ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history.</li></ul>		<ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history.</li></ul>	
	The national curriculum for art and design aims to ensure that all pupils: ☑ produce creative work, exploring their ideas and recording their experiences ☑ become proficient in drawing, painting, sculpture and other art, craft and design techniques ☑ evaluate and analyse creative works using the language of art, craft and design ☑ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.					
Computing	We are game developers Developing an interactive game <ul style="list-style-type: none"><li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li><li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li><li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li><li>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</li></ul>	We are cryptographers Cracking codes <ul style="list-style-type: none"><li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li><li>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.</li><li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li></ul>	We are artists Fusing geometry and art. <ul style="list-style-type: none"><li>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li><li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li><li>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.</li></ul>	We are web developers Creating a website about cyber safety & raising awareness of plastic pollution <ul style="list-style-type: none"><li>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.</li><li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>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.</li><li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content</li></ul>	We are bloggers Sharing experiences and opinions on our responsibility to make a difference on global issues <ul style="list-style-type: none"><li>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.</li><li>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.</li><li>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li><li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating</li></ul>	We are architects Creating a virtual space <ul style="list-style-type: none"><li>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>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.</li></ul>

				and contact.	digital content	
Online Safety lined with Computing Units	<ul style="list-style-type: none"> <li>Understanding digital footprint – once you have searched for something, you can't change or erase it.</li> <li>Respect copyright and licence conditions before incorporate sourced media, including images and sounds.</li> <li>Reminder of the AUP</li> </ul>	<ul style="list-style-type: none"> <li>Online behaviour should be referred throughout and understanding of how your behaviours can impact on others (negatively and/or positively)</li> <li>Seek advice and support if they come across anything uncomfortable and/or inappropriate as not everyone behaves positively online</li> <li>Understanding digital footprint – once you have searched for something, you can't change or erase it.</li> <li>Ensure confidentially is adhered to if any work is uploaded, including name, contact details, school location etc</li> <li>Understanding of not sharing passwords to anyone and the idea of 'password strength'</li> <li>Begin to develop understanding and knowledge of HTTPS (encrypted internet connections) and use accordingly</li> <li>Reminder of the AUP</li> </ul>	<ul style="list-style-type: none"> <li>Ensure safe search is enabled and adhered to as it is likely the children will need to research artist images online</li> <li>Understanding of intellectual property/copyright should continue to be adhered to if pupils upload their work for others to see – may want to upload onto school website</li> <li>Any work should not reveal children's full identify, school location etc</li> <li>Reminder of the AUP</li> </ul>	<ul style="list-style-type: none"> <li>Online behaviour should be referred throughout and understanding of how your behaviours can impact on others (negatively and/or positively). This includes reference of cyber-bullying</li> <li>Seek advice and support if they come across anything uncomfortable and/or inappropriate as not everyone behaves positively online</li> <li>Understanding digital footprint – once you have searched for something, you can't change or erase it</li> <li>Reminder of the AUP</li> </ul>	<ul style="list-style-type: none"> <li>Online behaviour should be referred throughout and understanding of how your behaviours can impact on others (negatively and/or positively). This includes reference of cyber-bullying</li> <li>Seek advice and support if they come across anything uncomfortable and/or inappropriate as not everyone behaves positively online</li> <li>Understanding digital footprint – once you have searched for something, you can't change or erase it</li> <li>Any work should not reveal children's full identify, school location etc</li> <li>Reminder of the AUP</li> </ul>	<ul style="list-style-type: none"> <li>Any work should not reveal children's full identify, school/home location etc as far as possible</li> <li>Understanding of intellectual property/copyright should continue to be adhered to if pupils upload their work for others to see</li> <li>Reminder of the AUP</li> </ul>
Design and Technology Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the	<p>Bread/Biscuits</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>		<p>Shelters</p> <p>Design</p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p>Evaluate</p>		<p>Slippers</p> <p>Design</p> <ul style="list-style-type: none"> <li>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</li> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and</li> </ul>	

home, school, leisure, culture, enterprise, industry and the wider environment].		<ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</p>
<p><b>Geography</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<p>How is our country changing?</p> <p>Plastic pollution over using resources</p> <p>Climate change</p> <p>Air pollution</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>	<p>Uganda</p> <p>Fair trade</p> <p>The importance of water – how can we make a difference?</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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)</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>	<p>What is it like in the Amazon?</p> <ul style="list-style-type: none"> <li>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</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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)</li> <li>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</li> <li>describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid</li> </ul>



					references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
History	How has communication changed over time? <ul style="list-style-type: none"><li>a local history study</li><li>Examples (non-statutory) ♣ a depth study linked to one of the British areas of study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li><li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li><li>Examples (non-statutory) ♣ the changing power of monarchs using case studies such as John, Anne and Victoria ♣ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ♣ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain</li></ul>		Would the Vikings do anything for money? <ul style="list-style-type: none"><li>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor Examples (non-statutory)</li><li>This could include: ♣ Viking raids and invasion ♣ resistance by Alfred the Great and Athelstan, first king of England ♣ further Viking invasions and Danegeld ♣ Anglo-Saxon laws and justice ♣ Edward the Confessor and his death in 1066</li></ul>		Why should we remember the Maya? <ul style="list-style-type: none"><li>a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li></ul>	
	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.					
Music	Rhythm & Pulse B Harvest Song <ul style="list-style-type: none"><li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>♣ listen with attention to detail and recall sounds with increasing aural memory</li></ul>	Rounds B Christmas Concert <ul style="list-style-type: none"><li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>♣ use and understand staff and other musical notations</li></ul>	Sound Sources B <ul style="list-style-type: none"><li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>♣ listen with attention to detail and recall sounds with increasing aural memory</li></ul>	Lyrics & Melody B Easter Concert <ul style="list-style-type: none"><li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>♣ listen with attention to detail and recall sounds with increasing aural memory</li><li>♣ use and understand staff and other musical notations</li><li>♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from</li></ul>	Performing Together B Summer Concert <ul style="list-style-type: none"><li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>♣ listen with attention to detail and recall sounds with increasing aural memory</li><li>♣ use and understand staff and other musical notations</li></ul>	Musical Processes 2 Summer Concert <ul style="list-style-type: none"><li>♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>♣ improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>♣ listen with attention to detail and recall sounds with increasing aural memory</li><li>♣ use and understand staff and other musical notations</li></ul>

				great composers and musicians		
	Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.					
French	My school life Subjects at school My routine	My house My bedroom and furniture Sports			Animals, habitats and descriptions Paris and its monuments	
	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.					
Physical education	<b>Net/Wall Games (5)</b> Develop individual shots <b>Invasion Games (5)</b> Support play and Formations	<b>Dance (5)</b> Formations in historical dance <b>Gymnastics (5)</b> Flight	<b>Gymnastics (5)</b> Bridges <b>Dance (5)</b> Communicating issues through dance	<b>Invasion Games (5)</b> Shooting and keeping <b>Outdoor and Adventurous activities (5)</b> Enfield year 5 unit	<b>Striking/fielding games (5)</b> Role of bowler, wicket keeper, backstop, fielder and batter <b>Athletics (5)</b> Set targets and improve performance in running, jumping and throwing activities	<b>Striking/fielding games (5)</b> Role of bowler, wicket keeper, backstop, fielder and batter <b>Athletics (5)</b> Set targets and improve performance in running, jumping and throwing activities
	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.					
PSHE	Overview of school values and vision statement Value 1 (Linked to British Values) E-Safety McMillan fundraising Jeans for Genes	Value 2 (Linked to British Values) Remembrance Harvest Catriona's Charity	Value 3 (Linked to British Values) Road Safety Y2 and Y5	Value 4 (Linked to British Values) Road Safety Y2 and Y5	Value 5 (Linked to British Values) Bike-ability KS2 Fire Safety Y2 and Y5	Value 6 (Linked to British Values) Relationships, Sex and Health Education Bike-ability KS2 Fire Safety Y2 and Y5 NSPCC

## Year 5 & 6 - Emerald Curriculum Map - Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy	Literacy to be taught through core books and sustained themes, with text type links made through the contexts. See suggested text list for ideas.	<b>Narrative</b> Description, writing in role, retelling and creating stories, blurbs, play scripts.		<b>Non-fiction</b> Persuasive writing, discussion, non-chronological reports, explanation, biography, book review, recount. – focus on global issues	<b>Poetry</b> Free verse, narrative poetry, poems with imagery. Global issues focused on for two weeks	
Mathematics	Place Value <b>Addition/Subtraction</b> Multiplication/Division <b>Fractions</b> Percentages	Shape, angles, triangles <b>Area and perimeter</b> Weight, Capacity, length <b>Statistics</b> Time	2D and 3D shapes <b>Co-ordinates</b> Fractions, decimals, percentages <b>Properties of Numbers</b> Money	Multiplication/division <b>Addition/Subtraction</b> Co-ordinates <b>Statistics</b> Fractions, decimals, percentages	Rotation, symmetry, translation <b>Statistics</b> Inverse/brackets <b>Word problems/investigations</b>	2D/3D shapes <b>Time</b> Weight, capacity, length <b>Investigations</b>
Science	Animals including humans	Evolution and inheritance	Electricity	Evolution and inheritance	Living things and their habitats	Light

	<ul style="list-style-type: none"><li>♣ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>♣ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li><li>♣ describe the ways in which nutrients and water are transported within animals, including humans.</li></ul>	<ul style="list-style-type: none"><li>♣ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>♣ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li></ul>	<ul style="list-style-type: none"><li>♣ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>♣ 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</li><li>♣ use recognised symbols when representing a simple circuit in a diagram.</li></ul>	<ul style="list-style-type: none"><li>♣ recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li></ul>	<ul style="list-style-type: none"><li>♣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</li><li>♣ give reasons for classifying plants and animals based on specific characteristics.</li></ul>	<ul style="list-style-type: none"><li>♣ recognise that light appears to travel in straight lines</li><li>♣ 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</li><li>♣ 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</li><li>♣ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li></ul>
	<p>Science</p> <p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"><li>📐 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>📐 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>📐 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>📐 using test results to make predictions to set up further comparative and fair tests</li><li>📐 reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li><li>📐 identifying scientific evidence that has been used to support or refute ideas or arguments.</li></ul>					
Religious Education	What does it mean to be a Hindu?	What do the miracles of Jesus teach?  What can we learn from wisdom?	What is the best way for a Muslim to show commitment to God (Allah)?	How does the Christian festival of Easter offer hope?	How has the Christian message survived for over 2,000 years?	Understanding faith in...
Art and design	Containers <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history.</li></ul>		Talking Textiles <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history.</li></ul>		People in action <ul style="list-style-type: none"><li>to create sketch books to record their observations and use them to review and revisit ideas</li><li>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]</li><li>about great artists, architects and designers in history.</li></ul>	
	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>📐 produce creative work, exploring their ideas and recording their experiences</li><li>📐 become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>📐 evaluate and analyse creative works using the language of art, craft and design</li><li>📐 know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li></ul>					
Computing	We are app planners <ul style="list-style-type: none"><li>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they</li></ul>	We are project managers <ul style="list-style-type: none"><li>Solve problems by decomposing them into smaller parts.</li><li>Select, use and combine a variety of software (including internet services) on a range of digital devices</li></ul>	We are market researchers <ul style="list-style-type: none"><li>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</li></ul>	We are interface designers <ul style="list-style-type: none"><li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li></ul>	We are app developers <ul style="list-style-type: none"><li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them</li></ul>	We are marketers <ul style="list-style-type: none"><li>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they</li></ul>

	<p>offer for communication and collaboration.</p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• 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.</li> <li>• Work with ... various forms of input and output</li> </ul>	<p>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> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> <li>• Be discerning in evaluating digital content.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p>content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li> </ul>	<ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• 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.</li> <li>• Be discerning in evaluating digital content.</li> <li>• Recognise acceptable/unacceptable behaviour.</li> </ul>	<p>into smaller parts.</p> <ul style="list-style-type: none"> <li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>• 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.</li> </ul>	<p>offer for communication and collaboration.</p> <ul style="list-style-type: none"> <li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>• Select, use and combine a variety of software (including internet services) ... to design and create ... content that accomplishes given goals, including collecting, analysing, evaluating and presenting ... information.</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
Online Safety linked with Computing Units	<ul style="list-style-type: none"> <li>• Use of search engines appropriately and effectively</li> <li>• If making own tablets/smartphones in school, do so safely and to good effect</li> <li>• Begin to consider smartphones and tablets and consider capabilities, advantages and limitations to these (sharing information etc)</li> <li>• Reminder of the AUP</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and usage of online tools in a safe and appropriate manner and considering how these can be used positively to aid development of project</li> <li>• Use of search engines appropriately and effectively</li> <li>• Reminder of the AUP</li> </ul>	<ul style="list-style-type: none"> <li>• The pupils show regard for the ethical and legal frameworks around conducting interviews and online surveys, such as the need to preserve anonymity and/or confidentiality.</li> <li>• Act Safely and responsibly when conducting research</li> <li>• Show respect and no forceful behaviour (positive behaviour) towards those taking part in survey(s)</li> <li>• Reminder of the AUP</li> </ul>	<ul style="list-style-type: none"> <li>• Fully understand, consider and adhere to copyright laws throughout</li> <li>• Evaluate digital content positively and be mindful of how your communication may be interpreted by other people and how this impacts digital footprint</li> <li>• Reminder of the AUP</li> </ul>	<ul style="list-style-type: none"> <li>• Reminder of the AUP</li> <li>• Understanding of how to use school technology equipment appropriately, safely and purposefully</li> <li>• If participating in online communities in this unit, do safe in a positive, responsible and respectful manner</li> <li>• Understand digital footprint</li> </ul>	<ul style="list-style-type: none"> <li>• Protection of personal information about themselves and other people</li> <li>• Reminder of the AUP</li> <li>• Ensure all behaviour online and when using technology is safe, appropriate and responsible.</li> <li>• Know who to turn to and the different ways of reporting any online content deemed uncomfortable and/or inappropriate</li> </ul>
Design and Technology Through a variety of creative and practical activities, pupils should be taught the knowledge,	<p>Cookery based unit</p> <p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great</p>		<p>Pencil cases</p> <p>Design</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</li> </ul>		<p>Musical Instruments</p> <p>Design</p> <ul style="list-style-type: none"> <li>• use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for</li> </ul>	



<p>understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p>	<p>expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life</p> <ul style="list-style-type: none"> <li>understand and apply the principles of a healthy and varied diet</li> <li>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> </ul> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p>purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products.</li> </ul>	<p>purpose, aimed at particular individuals or groups</p> <ul style="list-style-type: none"> <li>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> </ul> <p>Make</p> <ul style="list-style-type: none"> <li>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>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</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>investigate and analyse a range of existing products</li> <li>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]apply their understanding of computing to program, monitor and control their products.</li> </ul>
<p><b>Geography</b> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<p>Where does all our stuff come from? What can we reuse, reduce, recycle?</p> <ul style="list-style-type: none"> <li>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</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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)</li> <li>describe and understand key aspects of: ♣ physical</li> </ul>	<p>Are we Damaging our World? What difference can we make?</p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> <li>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</li> </ul>	<p>How will our World look in the Future? What is our responsibility here?</p> <ul style="list-style-type: none"> <li>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</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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)</li> <li>understand geographical similarities and differences through</li> </ul>

	<p>geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"><li>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</li><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>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</li></ul>			<p>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> <ul style="list-style-type: none"><li>describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>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</li><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>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</li><li>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.</li></ul>		
History	<p>Ancient Greece</p> <ul style="list-style-type: none"><li>Ancient Greece – a study of Greek life and achievements and their influence on the western world</li></ul>		<p>Anglo-Saxons</p> <ul style="list-style-type: none"><li>Britain’s settlement by Anglo-Saxons and Scots</li><li>Examples (non-statutory) This could include: ♣ Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire ♣ Scots invasions from Ireland to north Britain (now Scotland) ♣ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ♣ Anglo-Saxon art and culture ♣ Christian conversion – Canterbury, Iona and Lindisfarne</li></ul>		<p>World War II</p> <ul style="list-style-type: none"><li>a local history study</li><li>Examples (non-statutory) ♣ a depth study linked to one of the British areas of study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li><li>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li><li>Examples (non-statutory) ♣ the changing power of monarchs using case studies such as John, Anne and Victoria ♣ changes in an aspect of social history, such as crime and punishment from the Anglo-Saxons to the present or leisure and entertainment in the 20th Century ♣ the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day ♣ a significant turning point in British history, for example, the first railways or the Battle of Britain</li></ul>	
	<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.</p>					
Music	<p>Rhythm &amp; Pulse B Harvest Song</p> <p>♣ play and perform in solo and ensemble contexts, using</p>	<p>Rounds B Christmas Concert</p> <p>♣ play and perform in solo and ensemble contexts, using their</p>	<p>Sound Sources B</p> <p>♣ improvise and compose music for a range of purposes using the inter-related</p>	<p>Lyrics &amp; Melody B Easter Concert</p> <p>♣ play and perform in solo and ensemble contexts, using their voices</p>	<p>Performing Together B Summer Concert</p> <p>♣ play and perform in solo and ensemble contexts, using their</p>	<p>Musical Processes 2 Summer Concert</p> <p>♣ play and perform in solo and ensemble contexts, using their</p>

	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	voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ use and understand staff and other musical notations	dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory	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	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	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
	Music is a universal language that embodies one of the highest forms of creativity. A highquality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.					
French	My school life Subjects at school My routine	My house My bedroom and furniture Sports			Animals, habitats and descriptions Paris and its monuments	
	Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.					
Physical education	<b>Net/Wall Games (6)</b> Develop Individual Shots <b>Invasion Games (6)</b> Attacking and defending play	<b>Gymnastics (6)</b> Counter balance/Counter tension <b>Dance (6)</b> Strictly dance	<b>Gymnastics (6)</b> Matching and Mirroring Core task <b>Dance (6)</b> Putting on a dance performance	<b>Invasion Games(6)</b> Tactics <b>Invasion Games (6)</b> Teamwork and formations	<b>Striking/fielding games (6)</b> Role of bowler, wicket keeper, backstop, fielder and batter <b>Athletics (6)</b> Develop technical understanding of athletic activity	<b>Outdoor and adventurous activities (6)</b> Enfield yr 6 unit <b>Athletics (6)</b> Develop technical understanding of athletic activity
	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.					
PSHE	Overview of school values and vision statement Value 1 (Linked to British Values) E-Safety McMillan fundraising Jeans for Genes	Value 2 (Linked to British Values) Remembrance Harvest Catriona's Charity	Value 3 (Linked to British Values) Road Safety Y2 and Y5	Value 4 (Linked to British Values) Road Safety Y2 and Y5	Value 5 (Linked to British Values) Bike-ability KS2 Fire Safety Y2 and Y5	Value 6 (Linked to British Values) Relationships, Sex and Health Education Bike-ability KS2 Fire Safety Y2 and Y5 NSPCC