

Y4/5 Stone Age to Iron Age Synopsis

- In **Literacy**, children learn how to perform poetry, write a narrative as well as write a biography
- In **Maths**, children develop confidence and mastery using understanding of place value and development of multiplication skills.
- In **Science**, children are developing their physics learning about forces.
- In **History**, children carry out a study of aspect of the social history of Stone Age to Iron Age.
- In **Art**, children develop sketching skills
- In **D&T**, children research interactive children’s books and apply this to their own pop-up book.
- In **Computing**, children understand how to stay safe online when using online sources.
- In **PE**, they develop safety in water in swimming and teamwork skills in rugby and netball.
- In **Music**, develop melody and harmony.
- In **French**, develop conversation skills including talking about descriptions of people.
- In **PSHE**, learn how I fit in and respect for similarity and difference. Anti-bullying and being unique.

English

Using a range of inspiration children learn to write in different genres

English objectives	Year 5	Learning sequence
<p>Year 4</p> <p>Text structure and features Retell stories orally • Recognise themes eg good over evil, use of magical devices • Be exposed to books that are structured in different ways • Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Use present perfect verb tense (I have seen) <p>Choose nouns/pronouns accurately for clarity and cohesion • Use fronted adverbials (adverbs, phrases and subordinate clauses) • Use commas after fronted adverbials</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Make comparisons within and across books, commenting on similarities and differences between texts • Discuss books, building on others’ ideas and begin to challenge others’ opinions <p>Grammar & Punctuation</p> <ul style="list-style-type: none"> • Indicate parenthesis using brackets, dashes 	<p>Biography</p> <ul style="list-style-type: none"> • Learn about the features of biographies Simple compound and complex sentences • Carry out research and make notes Rosa Park- grouping them in chronological order using fronted adverbials • Understand how to structure a text to create cohesion between sentences and paragraphs • Use commas to clarify meaning/Use commas for fronted adverbials • Use colons and semi-colons • Use devices to build cohesion • To sustain and develop initial ideas to keep the reader’s interest • Research biography subject • Shared write a biography • Plan a biography • Write a biography

<p>Transcription</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Spell wide range of homophones</p> <p>Plan, Draft, Edit and Evaluate</p> <p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work • Discuss and record ideas • Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure • Organise paragraphs around a theme: Use paragraphs/sections help to organise content. • Assess own and others' writing, suggesting improvements • Suggest changes to grammar and vocabulary • Proof-read work for spelling and punctuation errors • Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Language and vocabulary</p> <p>Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing) • Create characters, setting and plot • Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration • Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses • Discuss words and features of texts that capture the reader's interest</p>	<p>and commas</p> <ul style="list-style-type: none"> • Use commas to clarify meaning and avoid ambiguity • Link ideas across a paragraph using adverbials of time, place and number or by varying tense • Build cohesion with a paragraph <p>Language & Vocabulary</p> <ul style="list-style-type: none"> • Select appropriate language and vocabulary to reflect their understanding of audience and purpose • Evaluate how authors use language and consider effect on the reader <p>Text Structure & Features</p> <ul style="list-style-type: none"> • Use a wide range of devices to build cohesion within and across paragraphs • Use further organisational and presentational devices such as headings, sub-headings, columns, bullets, or tables, to structure text <p>Plan, Draft, Edit & Evaluate</p> <ul style="list-style-type: none"> • Use dictionaries to check the spelling and 	<p>Poet's voice</p> <p>Introduction to poet – Valerie Bloom</p> <p>Respond to poetry – recognise and share thoughts and feelings</p> <p>Respond to poetry – understand language and imagery</p> <p>Create word bank of emotions about a subject</p> <p>Create imagery to reflect emotions</p> <p>Write poetry</p> <p>Performance of poetry</p> <p>Persuasive writing – leaflet</p> <ul style="list-style-type: none"> • Understand the features of a persuasive text • Retrieve and record information from a non-fiction text • 5 Precise a text • Identify persuasive language and write a strong first sentence to hook the reader • 4 Use expanded noun phrases to express detail • Use conjunctions to explain • Yr 5 Relative clauses/ passive voice • Express our opinion • Plan a persuasive poster • 4 Apostrophes for possession • Plan and write a persuasive book review • I mentioned the strengths and weaknesses e.g. diagrams, quality of writing, choice of detail <p><u>Narrative</u></p> <p>Write poetry to describe</p> <p>Respond to text – Pebble in my pocket</p> <p>Blackout poetry</p> <p>Nouns and pronouns</p> <p>5Precise a text/ 4mark text</p> <p>Use features to organise a text</p> <p>Persuasive writing</p> <p>4Expanded noun phrases</p>
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meaning of word

- Identify audience and purpose of writing
- Note and develop initial ideas drawing from reading
- Select appropriate grammar and punctuation and understand how these can change/enhance meaning
- Assess effectiveness of own and others' writing
- Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

In addition to the above, teachers should apply general spelling rules and guidance, as listed in [English Appendix 1](#) and ensure concepts and skills outlined in [English Appendix 2](#) are also addressed.

5Relative clauses

Retell story to create a narrative – choose a part to re-tell.

Using a range of stories and sources, children carry out a historical study of prehistoric stone age		
<p>Objectives</p> <p>Year 4</p> <p>Understand how knowledge of the past is constructed from a range of sources</p> <ul style="list-style-type: none"> • Understand how and why the past is represented in different ways and explain this • Select and organise relevant information from a wider range of sources to answer a historical question • Regularly generate and answer a range of historically-valid questions about similarities and differences <p>Extend chronological understanding by exploring a theme over time eg leisure, entertainment</p> <ul style="list-style-type: none"> • Order key dates on a timeline to demonstrate chronology of British and world history <p>Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy</p>	<p>Year 5</p> <ul style="list-style-type: none"> • Understand how knowledge of the past is constructed from a range of sources • Understand how evidence is used rigorously to make historical statements • Discern how/why contrasting arguments and interpretations of the past exist by weighing evidence and sifting arguments • Address and devise a wide range of historically-valid questions about change and cause • Explore trends, looking at continuity/change and similarity/difference/significance • Examine different aspects of history eg social, cultural, political and religious • Extend chronological understanding by exploring a theme over time • Use and apply a range of historical vocabulary 	<p>Learning sequence</p> <p>Stone Age</p> <p>How do we know about the stone age? An investigation into sources of evidence</p> <p>When was the stone age? A study using a timeline</p> <p>Research Mesolithic stone age</p> <p>Daily life in stone age – how did daily life change – Mesolithic to Neolithic</p> <p>Farming</p> <p>Religion in stone age</p> <p>Key studies of Stonehenge and Skara Brae - Explain significance, Similarities and differences</p> <p>What changes happened in the Bronze Age? Explore how the development of tools introduced social change. Explore the theme of tools over time. How did tools affect lifestyle?</p> <p>What was new about the New Stone Age?</p> <p>Type archaeological discoveries about stone age into search engine</p> <p>BRONZE AGE – TOOL MAKING and copper mining and hillforts</p> <p>Religion</p> <p>Skara Brae</p> <p>Stonehenge</p> <p>IRON AGE</p> <p>Write a balanced argument: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p>

Maths

Develop confidence and mastery using understanding of place value and development of multiplication skills		
<p>Maths objectives</p> <p>Year 4</p> <p>Represent and partition numbers to 1,000</p>	<p>Year 5</p> <p>Consolidate: represent and partition numbers</p> <p>Consolidate: number lines</p>	<p>All year groups follow the Power Maths mastery programme</p> <p>These curriculum objectives are covered daily in lessons through a small step, progressive approach.</p>

<p> Number line to 1,000 Multiples of 1,000 4-digit numbers Partition 4-digit numbers Partition 4-digit numbers flexibly 1, 10, 100, 1,000 more or less 1,000s 100s, 10s and 1s Unit 2: Place value – 4-digit numbers (2) Number line to 10,000 Between two multiples </p> <p> Estimate on a number line to 10,000 Compare and order numbers to 10,000 Roman numerals to 100 Round to the nearest 1,000 Round to the nearest 100 Round to the nearest 10 Round to the nearest 1,000, 100 or 10 Add and subtract 1s, 10s, 100s, 1000s Add two 4-digit numbers Add two 4-digit numbers – one exchange Add with more than one exchange Subtract two 4-digit numbers Subtract two 4-digit numbers – one exchange Subtract two 4-digit numbers – more than one exchange Exchange across two columns Efficient methods Equivalent difference </p>	<p> Numbers to 10,000 Numbers to 100,000 Numbers to 1,000,000 Read and write 5- and 6-digit numbers Powers of 10 10/100/1,000/10,000/100,000 more or less Partition numbers to 1,000,000 </p> <p> Unit 2: Place value within 1,000,000 (2) Number line to 1,000,000 Compare and order numbers to 100,000 Compare and order numbers to 1,000,000 (Unit 1: Place value within 1,000,000 [1]) </p> <p> Roman numerals Round numbers to the nearest 100,000 Round numbers to the nearest 10,000 Consolidate: rounding and use of number lines Round numbers to the nearest 10, 100 and 1,000 Mental strategies (addition) Mental strategies (subtraction) Add whole numbers with more than 4 digits (1) Add whole numbers with more than 4 digits (2) Consolidate: written subtraction Consolidate: written subtraction Subtract whole numbers with more than 4 digits (1) Subtract whole numbers with more than 4 digits (2) Consolidate: written subtraction Consolidate: written subtraction Inverse operations (addition and subtraction) </p>	
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<p>Estimate answers Check strategies Problem solving – one step Problem solving – comparison Problem solving – two steps Problem solving – multi-step problems What is area?</p> <p>Measure area using squares Count squares Make shapes Compare area Unit 5: Multiplication and division (1) Multiples of 3 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts The 3, 6 and 9 times-tables</p> <p>Multiply and divide by 7 7 times-table and division facts 11 and 12 times-tables and division facts Consolidate: times-tables Consolidate: times-tables Consolidate: times-tables Multiply by 1 and 0 Divide by 1 and itself Multiply three numbers</p>	<p>Round to check answers Multi-step addition and subtraction problems (1) Multi-step addition and subtraction problems (2) Solve missing number problems Solve comparison problems Multiples Common multiples Factors Common factors Prime numbers Square numbers</p> <p>Cube numbers Multiply by 10, 100 and 1,000 Divide by 10, 100 and 1,000 Multiples of 10, 100 and 1,000 Unit 7: Multiplication and Division (2) Multiply a number up to 4 digits by a 1-digit number Multiply 2-digit numbers (area model) Multiply 2-digit numbers Multiply a 3-digit number by a 2-digit number Multiply a 4-digit number by a 2-digit number Divide a number up to 4 digits by a 1-digit number (1) Divide a number up to 4 digits by a 1-digit number (2) Divide with remainders Efficient division Solve problems with multiplication and division</p>	
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Science

Identify how sounds are made. Construct and make electrical circuits

Science objectives

Year 4

Make systematic observations

Suggest, set up and carry out simple practical enquires

Understand comparative and fair tests

Confidently use range of equipment to measure accurately eg dataloggers, thermometers

- Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts •

Report on findings orally and in writing using scientific language to answer questions

Working scientifically

I remember & use science words correctly

I use science models to describe

I annotate diagrams to help describe & explain

I predict a trend (relationship prediction)

I plan investigations by selecting variables to change

I annotate diagrams to help describe & explain

I describe simple patterns, trends & relationships

I describe trends & use science models to explain

Year 5

- **Independently decide which observations to make**

Recognise and control variables where necessary

Take measurements using a range of scientific equipment with accuracy and precision

- Record data/results of increasing complexity using diagrams, classification keys, tables, bar and line graphs

- Report and present findings from enquiries, examining causal relationships and reliability of results

Working scientifically

I begin to use complex words correctly

I use science models to describe & begin to explain

I begin to create & annotate my own 2D/3D diagrams

I suggest a data range & interval for the cause variable

I use K&U to explain my prediction (relationship)

I plan investigations & ensure other variables are kept same

I suggest a range, interval & sufficient readings are taken

I begin to create & annotate my own 2D/3D diagrams

I describe patterns, trends & relationships

I use data in my conclusions & science models to explain

Learning sequence

Properties and changes in materials

What are the main properties of materials?

Planning an investigation

What is a mixture? Is it different to a solution?

How can I separate mixtures?

What is a reversible change?

What is an irreversible change?

Forces

Yr 3 targets

Can you describe a push or a pull?

Which forces need contact?

Which forces do not need contact?

How do magnets behave?

What are magnetic materials?

Yr 5 Can you describe forces correctly?

What happens if forces are unbalanced?

What makes an object slow down?

How can we slow down falling objects?

Why is it harder to move through water?

What are force multipliers?

Art

Develop sketching and painting techniques to show washes and detail

Art objectives

Year 4

Apply art and design techniques with creativity, experimentation and increasing awareness

Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey

Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation

- Create sketchbooks to record and revisit observations
- In drawing, use a range of pencils & techniques to show effect, movement, perspective and reflection
- In painting, use watercolours to produce washes for backgrounds

Year 5

- Capture artistic process in sketchbook
- In drawing, use a range of pencils to begin to develop a personal style, drawing on work of other artists
- In painting, use watercolours to suggest mood
- Use a range of artistic vocabulary to communicate ideas, discuss and evaluate work/other art works
- Improve mastery of art and design techniques with a wide range of materials
- Understand how great artists, architects and designers contribute to the culture, creativity and wealth of our nation
- Communicate ideas and comment on artworks using artistic language

Learning sequence

Drawing

Lesson 1: : Exploring Types of Pencils Objective: Students will be able to identify and describe different types of pencils used in drawing.

Lesson 2: Holding Techniques for Pencils Objective: Students will be able to demonstrate various holding techniques for pencils to achieve different effects in their drawings.

Lesson 3: Understanding Perspective in Drawings Objective: Students will be able to use basic principles of perspective to create depth in their drawings.

Lesson 4:

Lesson 5: Adding Reflections to Drawings

Watercolour painting

Lesson 1: Introduction to Watercolour Painting Objective: Introduce students to the basics of watercolour painting. Study artist Gainsborough

Lesson 2: Exploring Wash Techniques Objective: Learn different wash techniques to create smooth and even colour application.

Lesson 3: Creating Texture with Watercolour Objective: Teach students how to incorporate texture into their watercolour paintings.

Lesson 4: Layering and Blending Colors Objective: Teach students how to layer and blend colors to create depth and dimension in their watercolour paintings.

Lesson 5: Reflection and Assessment Objective: Reflect on the learning journey and assess progress.

<p>Year 4 and 5 objectives Christians believe God is Trinity: Father, Son and Holy Spirit.</p> <ul style="list-style-type: none"> • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. • Understanding God is challenging; people spend their whole lives learning more and more about God. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus. 	<p>Learn about the first stages of Moses' life. Identify some of the main themes in the story of Moses' life. Make a connection between the people of God and how they should behave. Make a connection between the people of God and how they should behave. Make a connection between Bible texts and explain how Christians can put their beliefs into practice. Explain how following God can bring freedom and justice.</p>	
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PSHE

Learn how I fit in and Respect for similarity and difference. Anti-bullying and being unique

<p>Year 4</p> <ol style="list-style-type: none"> 1. BM (Being Me in My World) 'Who am I and how do I fit?' 2. CD (Celebrating Difference) 3. Respect for similarity and difference. Anti-bullying and being unique 	<ol style="list-style-type: none"> 1. Year 5 BM (Being Me in My World) 'Who am I and how do I fit?' CD (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique 	<p><u>Year 4 Being me in my world learning sequence</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour <u>Yr 4 celebrating difference learning sequence</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving</p>
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		<p>Identifying how special and unique everyone is First impressions <u>Year 5 Being me in my world learning sequence</u> Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating <u>Year 5 Celebrating difference learning sequence</u> Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures</p>
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French

Build confidence using the French language to develop French conversation skills

French objectives Years 4 and 5

- Portraits
- Getting adjectives to agree
- Simple descriptions
- Describing people
- Describing personality traits
- Write about personality traits

- Clothes – getting dressed
- Clothes
- Clothes and colours
- How to place adjectives to describe
- Identify items
- Describe what someone is wearing

DT

Exploring the simplicity and complexity of pop up books.

DT objectives
 Year 4
Make

Year 5
Make
 According to their functional properties

Learning sequence
Investigating pop-up books
 Exploring the box fold and the mouth fold

<p>Select from and use a wider range of tools, equipment, materials and components accurately to make prototypes</p> <p>Design</p> <ul style="list-style-type: none"> • Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces • Use research to inform design and develop design criteria • Take risks to become innovative and resourceful <p>Technical knowledge</p> <p>Apply understanding of how to strengthen, stiffen in order to reinforce more complex structures</p> <ul style="list-style-type: none"> • Use computing to program, monitor and control products • Identify wider range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages) • Use understanding of electrical systems (series circuits, switches, bulbs and motors) <p>Evaluate</p> <p>Evaluate own and others' work suggesting improvements and consider the views of others to improve their work</p> <ul style="list-style-type: none"> • Investigate a range of existing products in a range of relevant contexts eg culture, industry 	<p>and aesthetic qualities, select from and use a wide range of tools, equipment, materials and components accurately to make high-quality prototypes</p> <p>Technical knowledge</p> <p>Evaluate own and others' work suggesting improvements and consider the views of others to improve their work</p> <ul style="list-style-type: none"> • Investigate a range of existing products in a range of relevant contexts eg culture, industry <p>Design</p> <p>Communicate, generate, develop and model ideas using a range of strategies</p> <p>Use research to inform design and generate own design criteria</p> <p>Communicate, generate and develop ideas drawing on other disciplines</p> <p>Confidently take calculated risks to become innovative, resourceful and enterprising</p> <ul style="list-style-type: none"> • According to their functional properties and aesthetic properties select from and use a wide range of tools, equipment, materials and components accurately to make high quality prototypes • Generate own design criteria and evaluate ideas and products against these • Investigate and analyse a range of existing products that address real/relevant problems in a range of contexts <p>Understand how key events and individuals in D&T helped to shape</p>	<p>Exploring the slider and the lift up flap</p> <p>Exploring the rotator and the paper spring</p> <p>Exploring illustration style</p> <p>Writing the specification</p>
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Music

Melody and harmony in music and sing in different styles

Music Objectives

Year 4

Continue to sing/perform broad range of unison songs using accurate pitch

- Sing range of rounds/partner songs
- Begin to sing repertoire with small & large leaps/simple second part

Play and perform melodies following staff notation

Introduce and understand differences between minims, crotchets, paired quavers and rests

Follow and perform simple rhythmic scores to steady beat

Listen with increasing concentration to combination of high-quality recorded and live music

Develop understanding of music from range of origins, traditions, historical periods and social contexts

- Describe and evaluate music using simple musical vocabulary

Year 5

Perform broad range of songs from extended repertoire for audiences

- Observe phrasing, accurate pitching and appropriate style
- Sing 3-part rounds, partner songs & songs with verse and chorus
- Listen with attention to detail to combination of high-quality recorded and live music

• Appreciate and understand music from range of origins, traditions, historical periods and social contexts

- Evaluate and discuss music using increasing complex language

Learning sequence: Each week children will follow the pattern of:

- 1: Understanding Music/ Improve Together Activity
- 2: Listen and Respond Activity
- 3: Learn to Sing the Song Activity
- 4: Play your Instruments with the Song Activity
- 5: Composing and Improvising
- 6: Performing

Below is a selection of activities that children will do at each stage through the sequence:

- 1: Understanding Music/ Improve Together Activity

Listen to the music, find the pulse, clap to the pulse, warm up their faces and mouths for singing.

- 2: Listen and Respond Activity

Listen to a range of songs (Ghost Parade, Lively, Words can hurt, His eye is on the sparrow and Joyful, joyful) share how the songs make the children feel. Respond to different questions about tempo, dynamics, instruments, articulation, melody and musical style.

- 3: Learn to Sing the Song Activity

Learn to sing some of the songs from the listen and Respond section. Start by learning a chorus and verse, then build up to the whole song.

- 4: Play your Instruments with the Song Activity

In groups learn to play the instrumental parts on the glockenspiel. Use notation.

- 5: Composing and Improvising

In some of the sessions, children can compose and improvise by using a graphic score or a theme such as jazz hands.

- 6: Performing

This is an opportunity for children to share and perform what they have learned in the lesson.

Computing

Year 4 objectives

- **Recognise acceptable/unacceptable behaviour and identify ways to report concerns about content and contact**
- **Understand computer networks including the internet and how they provide multiple services such as the World Wide Web**
- Evaluate the reliability of digital content**
- **Begin to ask and answer questions based on the reliability of digital content**
- Use search technologies effectively and appreciate how results are selected and ranked**
- **Use logical reasoning to understand how algorithms work**
- **Detect and correct errors in algorithms and programs**
- **Start to use sequence, selection and repetition in programs**
- **Write and debug programs that accomplish specific goals, including controlling or simulating physical systems**
- **Begin to solve problems by decomposing them into smaller parts**
- **Work with variables and various forms of input/output**

Year 5 objectives

- Confidently, competently and responsibly use information and communication technology**
- Be discerning in evaluating the reliability of digital content**
- Recognise the opportunities computer networks offer for communication and collaboration**
- Write and debug programs that accomplish specific goals, including controlling or simulating physical systems**
- **Solve problems by decomposing them into smaller parts**
 - **Use sequence, selection and repetition in programs**
 - **Accurately manipulate variables and various forms of input/output**
 - **Use logical reasoning to understand how algorithms work and detect and correct errors in algorithms and programs**

Online safety

Responsibility and support online.

Children will share an understanding about SMART rules.

Unpacking hardware and software

- To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond.
- To identify and describe different pieces of computer hardware and understand their functions.
- To understand what software is and how we use it to complete tasks.
- To explore how hardware and software interact to complete everyday tasks

Sound stories

- To understand what makes audiobooks effective and identify the key features that make them engaging.
- To plan and write a script for an engaging audiobook.
- To record clear narration and add sound effects to an audiobook.
- To edit, improve and finalise an audiobook using recording and sound design tools.

Coding and quizzing
Computing

- **Confidently, competently and responsibly use information and communication technology**

P.E.

Develop strength, flexibility, balance and working as part of a team

Year 4 objectives

- Perform dances and gymnastic routines on own and with others using movement patterns
- Compare performances with previous ones
- Demonstrate improvement to achieve personal best
- Use running, jumping, throwing and catching in isolation and in combination
- Further develop flexibility, strength, technique, control and balance
- Play competitive games and demonstrate their sense of sportsmanship eg fairness and respect**
- Understand basic principles suitable for attacking and defending
- Participate in outdoor and adventurous activities

Year 5 objectives

- Perform dances and gymnastic routines on own and with others using a range of movement patterns
- Evaluate and compare performances with previous ones
- Demonstrate improvement to achieve personal best
- Use a broad range of skills in isolation and in combination to become physically confident
- Develop mastery of flexibility, strength, technique, control and balance
- **Play competitive games showing good communication and collaboration to demonstrate their sense of sportsmanship**
- **Apply principles suitable for attacking and defending**
- **Participate in outdoor and adventurous activities**

Swimming – Yr 4

Netball

- Improve and refine catching and throwing in netball.
- Use a range of netball passes.
- Know how to catch a netball in different ways.
- Know how to outwit a defender to receive a pass.
- Know how to one-on-one mark an opposition player.
- Aim for a target
- Play in a netball tournament.
- Evaluate their own and others' performance

Dance

Create lifts with others
 Create dance routine as a group
 Reflect and review performances
 Reflect interests in dance

Rugby

Evade and tag opponents
 To pass and receive balls at speed
 To pass and receive balls at speed in a game
 To refine attacking and defending skills
 To develop tactics as a team
 To apply learned skills in a tag rugby game

Hockey

Stick and ball familiarisation
 Dribbling
 Passing
 Shooting