



### UNDERSTANDING THE WORLD

#### Working scientifically UKS2

- sc80 planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- sc81 taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- sc82 recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- sc83 using test results to make predictions to set up further comparative and fair tests
- sc84 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

#### Animals including humans UKS2

- sc104 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- sc105 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- sc106 describe the ways in which nutrients and water are transported within animals, including humans.

#### Core Skills across the Key Stage UKS2

- hi64 I can place events, people and changes into correct periods of time (British, local and world history)
- hi65 I can describe key features and events in the periods and societies I have studied
- hi67 I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- hi108 I know about the Ancient Greeks and how the legacy of that society still impacts on Britain and the wider world today

### PHYSICAL EDUCATION

#### UKS2

- pe11 I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
- pe11.1 I can explain how developing my skills separately has improved my performance in team games
- pe12 I can play competitive net, striking, fielding and invasion games
- pe13 I can identify the techniques I need to practice to improve my strength and performance in athletic activities

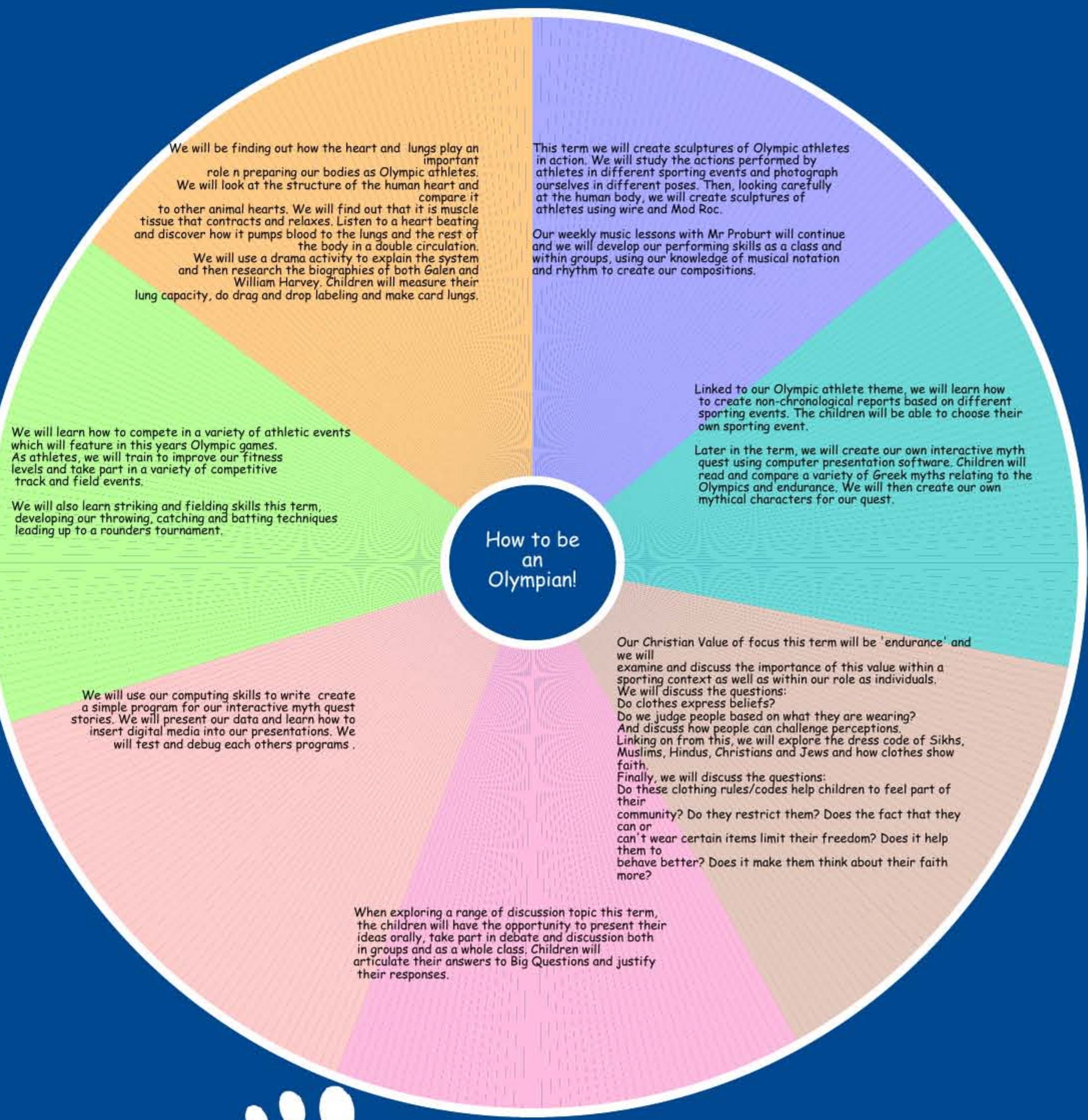
- pe16 I can show you my record of sporting performances
- pe16.1 I can show you how I have improved in different activities over time
- pe16.2 I can tell you my personal best in a particular activity and my aspirations for the future

### MATHEMATICS AND COMPUTING

#### UKS2

- co31 I can design, write and debug simple programs to control or simulate physical systems
- co37 I can use a variety of inputs (keyboards/keypads/switches) to enter data into a program
- co38 I can write a program to produce a variety of outputs (screen displays/ wheel movements/ lights)

- co45 I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)



How to be an Olympian!

We will be finding out how the heart and lungs play an important role in preparing our bodies as Olympic athletes. We will look at the structure of the human heart and compare it to other animal hearts. We will find out that it is muscle tissue that contracts and relaxes. Listen to a heart beating and discover how it pumps blood to the lungs and the rest of the body in a double circulation. We will use a drama activity to explain the system and then research the biographies of both Galen and William Harvey. Children will measure their lung capacity, do drag and drop labeling and make card lungs.

This term we will create sculptures of Olympic athletes in action. We will study the actions performed by athletes in different sporting events and photograph ourselves in different poses. Then, looking carefully at the human body, we will create sculptures of athletes using wire and Mod Roc. Our weekly music lessons with Mr Probert will continue and we will develop our performing skills as a class and within groups, using our knowledge of musical notation and rhythm to create our compositions.

Linked to our Olympic athlete theme, we will learn how to create non-chronological reports based on different sporting events. The children will be able to choose their own sporting event.

Later in the term, we will create our own interactive myth quest using computer presentation software. Children will read and compare a variety of Greek myths relating to the Olympics and endurance. We will then create our own mythical characters for our quest.

We will learn how to compete in a variety of athletic events which will feature in this years Olympic games. As athletes, we will train to improve our fitness levels and take part in a variety of competitive track and field events.

We will also learn striking and fielding skills this term, developing our throwing, catching and batting techniques leading up to a rounders tournament.

We will use our computing skills to write, create a simple program for our interactive myth quest stories. We will present our data and learn how to insert digital media into our presentations. We will test and debug each others programs.

Our Christian Value of focus this term will be 'endurance' and we will examine and discuss the importance of this value within a sporting context as well as within our role as individuals. We will discuss the questions: Do clothes express beliefs? Do we judge people based on what they are wearing? And discuss how people can challenge perceptions. Linking on from this, we will explore the dress code of Sikhs, Muslims, Hindus, Christians and Jews and how clothes show faith. Finally, we will discuss the questions: Do these clothing rules/codes help children to feel part of their community? Do they restrict them? Does the fact that they can or can't wear certain items limit their freedom? Does it help them to behave better? Does it make them think about their faith more?

When exploring a range of discussion topic this term, the children will have the opportunity to present their ideas orally, take part in debate and discussion both in groups and as a whole class. Children will articulate their answers to Big Questions and justify their responses.

### OUTDOOR LEARNING

For term's outdoor learning we take part in a drama activity linked to circulation. Carry out science experiments linked to pulse and blood and design a trim trail for younger children.

British Values: We will celebrate our individual strengths and differences within a sporting context. Linked to our Christian values, we will learn how perceptions can be changed and affected by our expectations. We will discover the role of Ancient Greece.

### EXPRESSIVE ARTS AND DESIGN

#### UKS2

- ad20 I can show examples of my work in clay

#### Design UKS2

- dt55 I can talk about my product and explain my design ideas and where they came from
- dt56 I can tell you for whom I have designed my product and why I think my product would be useful to them
- dt57 I can communicate my ideas through annotated sketches
- dt59 I can make a model of my design
- dt60 I can make pattern pieces for my design

#### Make UKS2

- dt62 I can select and use appropriate tools and techniques for my product
- dt63 I can measure, mark, cut and shape a range of materials accurately
- dt64 I can join, assemble and combine components with precision
- dt65 I can use appropriate finishing techniques to strengthen and improve the appearance of my product
- dt66 I can describe the properties of a variety of materials including construction materials, textiles and ingredients and explain my choices in relation to these properties
- dt67 I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

#### Evaluate UKS2

- dt68 I can talk about existing products similar to my own
- dt69 I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- dt70 I have asked for the views of others, especially the intended users, to help to improve my design

#### Technical knowledge UKS2

- dt73 I can strengthen, stiffen and reinforce more complex structures

#### UKS2

- mu24 I can play instruments with accuracy and control
- mu25 I can play instruments with fluency and expression to reflect the intentions of the music
- mu28 I can listen carefully and perform accurately from memory
- mu29 I can perform from simple, standard notation
- mu30 I can use standard notation in my compositions
- mu33 I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

### LITERACY

#### Reading - word reading UKS2

- e200 apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

#### Reading - comprehension UKS2

- e201 maintain positive attitudes to reading and understanding of what they read by:
- e202 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- e203 reading books that are structured in different ways and reading for a range of purposes
- e204 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- e205 recommending books that they have read to their peers, giving reasons for their choices
- e206 identifying and discussing themes and conventions in and across a wide range of writing
- e207 making comparisons within and across books
- e214 predicting what might happen from details stated and implied
- e215 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

#### Writing - transcription - Spelling UKS2

- e223 use further prefixes and suffixes and understand the guidance for adding them
- e224 spell some words with 'silent' letters [for example, knight, psalm, solemn]
- e225 continue to distinguish between homophones and other words which are often confused
- e226 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- e227 use dictionaries to check the spelling and meaning of words
- e228 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- e229 use a thesaurus.

#### Writing - handwriting and presentation UKS2

- e230 write legibly, fluently and with increasing speed by:
- e231 choosing which shape of a letter to use when given choices and deciding whether or not to join

- e234 identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- e235 noting and developing initial ideas, drawing on reading and research where necessary
- e236 in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- e237 draft and write by:
- e238 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- e239 in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- e241 using a wide range of devices to build cohesion within and across paragraphs
- e242 using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- e243 evaluate and edit by:
- e244 assessing the effectiveness of their own and others' writing
- e245 proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- e246 ensuring the consistent and correct use of tense throughout a piece of writing
- e247 ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- e248 proof-read for spelling and punctuation errors

#### Writing - vocabulary, grammar and punctuation UKS2

- e250 develop their understanding of the concepts set out in English Appendix 2 by:
- e251 recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- e252 using passive verbs to affect the presentation of information in a sentence
- e256 using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- e257 learning the grammar for years 5 and 6 in English Appendix 2
- e258 indicate grammatical and other features by:
- e260 using hyphens to avoid ambiguity
- e262 using semi-colons, colons or dashes to mark