



Year 5 -Medium Term Planning Summer 1

Power of ME

Week 1 15 April	Week 2 22 April	Week 3 29 April	Week 4 6 May (4 days)	Week 5 13 May	Week 6 20 May
Responsible Me –library slot Caring me – Make equality video/powerpoint for Year group assemblies.	Performer me – Class Assemblies	Caring Me – Science (Animals Including Humans)	Inspired me –VE Day Responsible Me –library slot	Caring me – power of We Project	Inspired me – Sports’ Day

Power of We



<p>Over summer term: Key question: How can we help reduce inequalities locally?</p> <p>Edit and finalise equality video to create a whole year group video/powerpoint explaining and promoting how we have helped to reduce inequalities at Barnehurst.</p>	<p>Reduced inequalities: Class assemblies – share work with Parents and Carers that Year 5 undertook in partnership with Grace Charity to donate toiletries which were collected last term and will be distributed to vulnerable people in the local area.</p>	<p>Reduced inequalities: Power of We Project: Promote Year 5 project across Year 5 to continue work with Grace Charity and other charities to donate unwanted clothes, toys, books etc to local charities.</p>	<p>Reduced inequalities: Power of We Project: Promote Year 5 project across the school to continue work with Grace Charity and other charities to donate unwanted clothes, toys, books etc to local charities.</p>	<p>Reduced inequalities: Power of We Project: Year 5 children are encouraged to email the year group email with photos of donations being made to local charities.</p>	<p>Reduced inequalities: Power of We Project: Year 5 children produce item for the newsletter to promote their project and highlight the importance of making donations to local charities.</p>
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Trips and experiences		Class Assembly – Gandhi				SPORTS' DAY
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Global Citizenship Building Blocks

	Knowledge and Understanding	Skills	Attitudes
	<p>Human rights</p> <ul style="list-style-type: none"> • Universal Declaration of Human Rights • importance of citizens, societies and governments respecting and defending people's human rights • current and historical human rights issues and movements in own country and elsewhere <p>Social Justice and equity</p> <ul style="list-style-type: none"> • ways of defining and measuring poverty (relative and absolute) and inequality • inequalities within and between societies and how these change <ul style="list-style-type: none"> • wider causes and effects of poverty, inequality and exclusion <p>Peace & Conflict</p> <ul style="list-style-type: none"> • effects of conflict at all levels <ul style="list-style-type: none"> • importance of resolving conflict fairly • role of non-violent protest in social and political change 	<p>Empathy</p> <ul style="list-style-type: none"> • discern how people are feeling through their words, body language, gestures and tone • recognise how different backgrounds, beliefs and personalities affect behaviour and world views <p>Informed and reflective action</p> <ul style="list-style-type: none"> • identify and plan appropriate action(s) and opportunities to make own voice heard • challenge viewpoints which perpetuate inequality and injustice • reflect on learning from taking action <p>Communication</p> <ul style="list-style-type: none"> • communicate effectively through a range of media about issues to suit subject, audience and purpose • use active listening skills 	<p>Commitment to social justice and equity</p> <ul style="list-style-type: none"> • active concern at injustice, exploitation and denial of human rights • willingness to take action against injustice and inequity <p>Respect for people and human rights</p> <ul style="list-style-type: none"> • sense of solidarity with those suffering human rights violations, injustice and discrimination • commitment to hold duty-bearers to account for upholding equal rights for all <p>Value diversity</p> <p>respect for the rights of all</p> <p>to have a point of view</p> <ul style="list-style-type: none"> • willingness to challenge prejudiced and discriminatory views • recognition of diverse perspectives on any issue, and that the majority view is not always right <p>Sense of identity and self-esteem</p> <ul style="list-style-type: none"> •



	<p><i>Identity and diversity</i></p> <ul style="list-style-type: none">• benefits and challenges of diversity• impacts of stereotyping, prejudice and discrimination and how to challenge these• importance of language, beliefs and values in cultural identities	<ul style="list-style-type: none">• adapt behaviour to new cultural environments	
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English

	Week 1 15 th April	Week 2 22 nd April	Week 3 29 th April	Week 4 6 th May	Week 5 13 th May	Week 6 20 th May
Reading	<p><u>The Explorer:</u> Focus on the core text for prediction, retrieval and exploring characteristics of an explorer.</p> <p>Focus on news articles for retrieval</p> <p><u>Know:</u> Key words can be used to support inference.</p> <p>Rhetorical questions can be used as a persuasive device.</p> <p><u>Be able to:</u> Identify whether a statement is true or false.</p> <p>Identify key information to use in a summary.</p>	<p><u>The Explorer:</u> Focus on contrasting text types for inference, including the core text, an advert and a narrative extract.</p> <p><u>Know:</u> Key words can be used to support inference.</p> <p>Rhetorical questions can be used as a persuasive device.</p> <p><u>Be able to:</u> Identify whether a statement is true or false.</p> <p>Identify key information to use in a summary.</p>	<p><u>The Explorer:</u> Focus on an instructional text.</p> <p>Focus on the core text, identifying themes.</p> <p><u>Know:</u> Information within nonnarrative texts is not always factual.</p> <p>Language in a debate is chosen to have impact.</p> <p><u>Be able to:</u> Use evidence to support a prediction.</p> <p>Draw on text evidence to reach a conclusion.</p>	<p><u>The Explorer:</u> Focus on the effect of words.</p> <p>Focus on summarising the core text and debate.</p> <p><u>Know:</u> Information within nonnarrative texts is not always factual.</p> <p>Language in a debate is chosen to have impact.</p> <p><u>Be able to:</u> Use evidence to support a prediction.</p> <p>Draw on text evidence to reach a conclusion.</p>	<p><u>The Explorer:</u> Focus on summarising aspects of the core text.</p> <p>Focus on the structure and sequencing of an instructional text.</p> <p>Focus on the retrieval of facts from a news report.</p> <p><u>Know:</u> Information in news reports is not always reliable.</p> <p>Imagery is a literary device to create pictures with words.</p> <p><u>Be able to:</u> Scan a text to retrieve specific information.</p> <p>Distinguish between implicit and explicit information.</p>	<p><u>The Explorer:</u> Focus on the core text for prediction.</p> <p>Focus on the effect of words used by the author and infer the authorial intent.</p> <p><u>Know:</u> Information in news reports is not always reliable.</p> <p>Imagery is a literary device to create pictures with words.</p> <p><u>Be able to:</u> Scan a text to retrieve specific information.</p> <p>Distinguish between implicit and explicit information.</p>



Writing	<p><u>Poems that use word play:</u></p> <p>Explicit teaching of the grammatical structures and text conventions required.</p> <p>Extended writing – write a poem that uses word play and focused editing teaching.</p> <p><u>Know:</u> Word play is a poetic device that enhances meaning through the sound of words.</p> <p>Collective nouns are singular nouns that refer to a group of people, animals or things.</p> <p><u>Be able to:</u> Identify examples of word play, including homophones, and explain their intended impact on the reader.</p> <p>Use word play to engage and amuse the reader. Write a poem that uses word play</p>	<p><u>Playscripts:</u> Explicit teaching of the grammatical structures and text conventions required – to write a playscript.</p> <p><u>Know:</u> Playscripts may vary in their level of formality.</p> <p>Grammatical structures and text conventions required to write a playscript e.g. stage directions/layout of a playscript etc</p> <p>Structural understanding, planning and extended writing of a playscript.</p> <p>How to edit a playscript.</p> <p>How to use appropriate gestures and varied tone and volume to add impact to the spoken word.</p>	<p><u>Playscripts:</u> Structural understanding, planning and execution of extended task and focused editing teaching.</p> <p><u>Know:</u> Playscripts may vary in their level of formality.</p> <p>Grammatical structures and text conventions required to write a playscript e.g. stage directions/layout of a playscript etc</p> <p>Structural understanding, planning and extended writing of a playscript.</p> <p>How to edit a playscript.</p> <p>How to use appropriate gestures and varied tone and volume to add impact to the spoken word.</p> <p><u>Be able to:</u> Use key organisational and presentational devices to write a script.</p> <p>Convey character by what is said, how it is said and through actions.</p>	<p><u>Dialogue in narrative - first person myths and legends:</u> Explicit teaching of the grammatical structures and text conventions required.</p> <p><u>Know:</u> Dialogue can be used to convey information about a character.</p> <p>The language of speech and writing can differ.</p>	<p><u>Dialogue in narrative - first person myths and legends:</u> Structural understanding, planning and extended writing of a myth/legend.</p> <p><u>Know:</u> Dialogue can be used to convey information about a character.</p> <p>The language of speech and writing can differ.</p> <p><u>Be able to:</u> Balance description and dialogue in a narrative written in the first person.</p> <p>Use inverted commas accurately to punctuate speech.</p>	<p><u>Dialogue in narrative - first person myths and legends:</u> Extended writing (writing a myth/legend) and focused editing.</p> <p><u>Know:</u> Dialogue can be used to convey information about a character.</p> <p>The language of speech and writing can differ.</p> <p><u>Be able to:</u> Balance description and dialogue in a narrative written in the first person.</p> <p>Use inverted commas accurately to punctuate speech.</p> <p>Edit writing for impact.</p>
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Handwriting	as ss	ac fo	oe oi	on or	ou ov/ow	re ve/we								
Spelling	<p>CUSP Block 10:</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Block 10</td> </tr> <tr> <td>Concept: Statutory word list</td> </tr> <tr> <td>Etymology: ambi / amphi</td> </tr> </table>	Block 10	Concept: Statutory word list	Etymology: ambi / amphi	<p>CUSP Block 11:</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Block 11</td> </tr> <tr> <td>Concept: Homophones</td> </tr> <tr> <td>Etymology: vis / vid</td> </tr> </table>	Block 11	Concept: Homophones	Etymology: vis / vid	<p>CUSP Block 12:</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">Block 12</td> </tr> <tr> <td>Concept: Words ending in -ant, -ance /-ancy, -ent, -ence /-ency</td> </tr> <tr> <td>Etymology: sol (alone)</td> </tr> </table>		Block 12	Concept: Words ending in -ant, -ance /-ancy, -ent, -ence /-ency	Etymology: sol (alone)	Spelling Bee
Block 10														
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Etymology: sol (alone)														








Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Focus	Focus for the week: Angles	Focus for the week: Angles	Focus for the week: 2D and 3D shapes	Focus for the week: 2D and 3D shapes	Focus for the week: Statistics	Focus for the week: Statistics
Unit	<p>Mental/oral starters: Flashback 4, Number Talks, 24 Game and Countdown</p> <p>Secure fluency in estimating and measuring angles, drawing on previous learning.</p> <p><i>Explore reasoning and problem-solving activities that further support and deepen the above fluency knowledge.</i></p>	<p>Mental/oral starters: Flashback 4, Number Talks, 24 Game and Countdown</p> <p>Secure fluency in drawing and calculating angles around a point and on a straight line and use this to connect to previous learning.</p> <p><i>Explore reasoning and problem-solving activities that further support and deepen the above fluency knowledge.</i></p>	<p>Mental/oral starters: Flashback 4, Number Talks, 24 Game and Countdown</p> <p>Secure fluency in recognising and understanding the difference between irregular and regular 2D shapes.</p> <p><i>Explore reasoning and problem-solving activities that further support and deepen the above fluency knowledge.</i></p>	<p>Mental/oral starters: Flashback 4, Number Talks, 24 Game and Countdown</p> <p>Secure fluency in exploring the properties of 3D shapes and exploring position and direction.</p> <p><i>Explore reasoning and problem-solving activities that further support and deepen the above fluency knowledge.</i></p>	<p>Mental/oral starters: . Flashback 4, Number Talks, 24 Game and Countdown</p> <p>Secure fluency in statistics-based lessons such as interpreting data and timetables.</p> <p><i>Explore reasoning and problem-solving activities that further support and deepen the above fluency knowledge.</i></p>	<p>Mental/oral starters: Flashback 4, Number Talks, 24 Game and Countdown</p> <p>Secure fluency in understanding how to add and subtract decimals.</p> <p><i>Explore reasoning and problem-solving activities that further support and deepen the above fluency knowledge.</i></p>



Subjects

	Week 1 WB 15 th April	Week 2 WB 22 nd April	Week 3 WB 29 April	Week 4 WB 6 May	Week 5 WB 13 May	Week 6 WB 20 May
Science 	<p><u>LO: understand what gestation is.</u></p> <p>Activity: sort the human timeline from gestation through to death. Children explain what gestation is: The time between egg fertilisation and giving birth is called the gestation period. This is when the foetus develops inside the mother's uterus. This applies to all mammals – explore the gestation periods of different mammals.</p> <p><u>Reflection Question:</u> What are the different stages of gestation? Explain in sentences and <i>ONLY</i> using the vocabulary from the list.</p>	<p><u>LO: investigate a question and present results.</u></p> <p>Activity: Is there a link between the mass of an animal and the length of gestation? Children plot on a scatter graph and look for a correlation between mass and length of gestation.</p>  <p><u>Reflection Question:</u> Was it easy to find the answer to this question? What factors affect the length of the gestation period?</p>	<p><u>LO: research the development of babies.</u></p> <p>Activity: use the internet (iPad) to research how babies change. Look at the ELGs for 0 – 60 months.</p> <p>Children produce a "Guide for new parents".</p>  <p><u>Reflection Question:</u> What do you know about your own development? When did you begin to sit up unaided? walk? Talk?</p>	<p><u>LO: investigate a question and present results.</u></p> <p>Activity: Are boy babies always taller and heavier than girl babies?</p> <p>Children plot data on one line graph and compare results -</p>  <p><u>Reflection Question:</u> What factors might affect the development of a baby?</p>	<p><u>LO: identify the changes that occur during puberty.</u></p> <p>Activity: Children identify and label the diagram and explain which changes happen in girls, which in boys, and which in both.</p> <p><u>Reflection Question:</u> Describe the emotional changes that boys AND girls may go through during puberty.</p>	<p><u>LO: explore the changes in old age.</u></p> <p>Activity: Children make a poster to explain the changes that will happen/how to keep healthy in old age.</p>  <p><u>Reflection Question:</u> What do you think it might feel like to become old? What factors can make old age a better experience?</p>



LO: to identify key vocabulary and knowledge associated with Islam.

Key words:

Holy Qu'ran
Prophet Muhammad
Five Pillars
Mosque

Key Question:

Why do Muslims not represent their prophets visually?



Activities:

Research the Holy Qu'ran and its significance.

Look at geometric designs.

Reflection question:
What is the Holy Qu'ran?

LO: to identify the five pillars of Islam.

Key Question:

What are the five pillars of Islam and what do they signify?

What helps you through the journey of life? What helps Muslims through the journey of life?

Activities:

Group learning activity - Make connections between Muslim practice of the Five Pillars

Reflection question:
Explain what the Five Pillars of Islam are.

LO: to explain the significance of the Shahadah.

Key Question:

What is the key belief of Muslims? How does this affect their life?

Activities:

Share the Shahadah with the class and explain that this is one of the most important beliefs in Islam and forms one of the five pillars of Islam. The Shahadah says 'I witness that there is no other god but Allah, and Muhammad is the prophet of Allah'. Discuss what it shows about Muhammad.

Reflection question:
Explain the Shahadah and why it is important to Muslims.

LO: to evaluate why prayer is important for Muslims.

Key Question:

Why is prayer important to Muslims?

Activities:

Watch a video clip showing Muslims performing salah, with the sound down. Ask pupils to look carefully at the prayer movements. A helpful animation can be found on <https://www.youtube.com/watch?v=SdgqRi-ffMQ>—note that it is designed for Muslim children.

Compare and contrast how different religions pray.

Reflection question:
Why is prayer important to Muslims?

LO: to create a presentation about fasting in Islam.

Key Question:

What is fasting and why do Muslims fast?

Activities:

Share information with pupils about fasting in Islam. The main period of fasting happens during the month of Ramadan. Fasting helps Muslims to appreciate how poor people suffer. It also concentrates the mind on what it means to be a Muslim and obey the command of Allah.

Reflection question:
What is fasting and why do Muslims fast?

LO: to describe why Muslims go on pilgrimage.

Key Question:

Why do Muslims go on a pilgrimage?

Activities:

Discuss the places in the world that pupils would like to visit.

Key Question:

How can they work towards achieving that aim? Might their ideas and dreams change whilst they waited?



Explain the desire shown by Muslims to visit Mecca/Makkah, the significant sites such as the cave at Hira where the prophet (pbuh) received the Qur'an, the Kab'ah and sites significant to other prophets of Islam. Muslims believe that hajj is only compulsory when they have enough money and can provide for their family whilst they are away.

Reflection question:
Where do Muslims go on a pilgrimage and why?

RE

U2.6 What does it mean to be a Muslim in Britain today?




<p>History</p> 	<p>Key Historical Question: Who were the Tudors and how did the Tudors rise to power?</p> <p>Activity: Who were the Tudors – children write an explanation of who they were.</p> <p>Children work in groups to produce a timeline of the Tudor Monarch.</p> <p>Reflection question: Why do you think the Tudors rose to power?</p>	<p>Key Historical Question: How was life different for the poor and rich in Tudor times?</p> <p>Activity: Write a diary entry/make a voicenote on the iPad in the style of a poor child, adding in a commentary and comparison of what a rich child is doing.</p> <p>Reflection question: Explain how the life of a Tudor child is different to the life of a child today.</p>	<p>Key Historical Question: Why did Henry VIII have so many wives?</p> <p>Activity: Group learning activity – work as a team to use the iPads and make a group presentation to the class to answer the key question: Why did Henry VIII have so many wives?</p> <p>Reflection question: If you had to explain to someone about Henry VIII, what would you say about him?</p>	<p>Key Historical Question: What is absolute monarchy and how was this power used by Henry VIII?</p> <p>Activity: Paired learning activity: Produce a Keynote explaining what “absolute monarchy” is and how Henry VII used this power.</p> <p>Reflection question: Do you agree or disagree with the idea of absolute monarchy? Give reasons for your opinion.</p>	<p>Key Historical Question: How did Elizabeth I spread British power in other parts of the world?</p> <p>Activity: Look at the Age of exploration and place key events on a world map.</p> <p>Class discussion - personal and political reasons for exploration.</p> <p>Children add facts about Elizabethan exploration and make videos on their iPads.</p> <p>Reflection question: Describe what Elizabeth I achieved from the Age of Exploration.</p>	<p>End-of-unit assessment and review</p>
 <p>Geography</p>						
<p>Computing</p>	<p>SCRATCH</p> <p>LO: Identify common design elements of games</p>	<p>SCRATCH</p> <p>LO: Develop greater fluency with computational concepts (conditionals, operators,</p>	<p>SCRATCH</p> <p>LO: Be able to describe what a variable is and why variables are useful</p>	<p>SCRATCH</p> <p>LO: Become more familiar with the concepts of conditionals, operators, and data by exploring programs</p>	<p>SCRATCH</p> <p>LO: Explore different approaches to making projects interactive by</p>	<p>SCRATCH</p> <p>LO: investigate the problem and find a solution to five debugging challenges + explore a range of concepts (conditionals,</p>



<p>Develop greater fluency with computational concepts (conditionals, operators, data) and practices (experimenting and iterating, testing and debugging, reusing and remixing, abstracting and modularizing) by working on a self-directed game project. ACTIVITY 1 & 2: DREAM GAME & STARTER GAMES</p>	<p>data) and practices (experimenting and iterating, testing and debugging, reusing and remixing, abstracting and modularizing) by working on a self-directed game project. ACTIVITY 2: STARTER GAMES.</p>	<p>Be introduced to the computational concept of data Experience remixing and reusing a project or part of a project. ACTIVITY 3: SCORE</p>	<p>that illustrate common game mechanics. ACTIVITY 4: EXTENSIONS</p>	<p>solving a series of nine programming puzzles Gain more fluency in the concepts of conditionals, operators, and data, and the practice of testing and debugging. ACTIVITY 5: INTERACTIVITY</p>	<p>operators, and data) through the practices of testing and debugging. ACTIVITY 6: DEBUG IT!</p>
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<p><u>Music</u></p>	<p style="text-align: center;"><u>Intro to the Violin Stage 3</u></p> <p style="text-align: center;">Learning to Play the violin, perform with increasing accuracy, fluency, control and expression. Create and control sounds on instruments</p> <p style="text-align: center;"><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments <ul style="list-style-type: none"> • Singing • Play instruments within the song • Improvisation using voices and instruments <ul style="list-style-type: none"> • Composition • Share and perform the learning that has taken place <p style="text-align: center;">Concert sing from memory, stay in tune, control of voice, awareness of others, perform solos, hold a part within a round, sing a harmony</p> <p style="text-align: center;"><u>Use MOTOWN <i>Dancing in the Street</i> for more resources</u></p> <p style="text-align: center;">Musical Activities – Singing in 2 parts Improvising and composing a melody</p> <p style="text-align: center;">The very end of this term consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p>
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<p><u>Art</u> <u>A study of surrealism – Salvador Dali</u></p>	<p>Artist study: LO: to explore surrealist artists</p>	<p>L.O: To be inspired by the colour theory of Max Ernst</p>	<p>L.O: To be inspired by the effects of Andre Masson.</p>	<p>LO: To identify the differences between Masson's automatist technique and the</p>	<p>LO: To critique the artwork of self and others. Activity:</p>
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Introduction:
Introduce the children to surrealism and the artists
Famous artists known for creating Surrealist art include:
Paul Klee (1879-1940) Swiss painter
Joan Miró (1893-1983) Spanish painter and sculptor
Salvador Dalí (1904-89) Spanish painter

Activity:
Children will give details (including own sketches) about the style of some notable artists:
They will analyse and discuss a selection of paintings by their chosen artist and complete an artist study.
Children to use their iPads to research their chosen artist and upload to Showbie.



Introduction:
Children will explore the work of Max Ernst and the use of colour to represent the characteristics of specific weather – such as blue for rain, red for the burning sun and yellow for a normal sunny day.

Activity:
Ch will use paint to represent their chosen background colours in their sketch books. They will pay particular attention to the use of blending and colour-mixing to experiment with choice of colours.



Introduction:
Children will explore the work of Andre Masson and the use of "gesso" ie a white substance mixed with glue.

Activity:

Children will learn how Surrealist artists used automatism to help provide the effect of chance or the release of a stream of subconscious thoughts from the mind.

Children will experiment and explore the use of sand, soil and other substances and how these can be sprinkled onto the background to

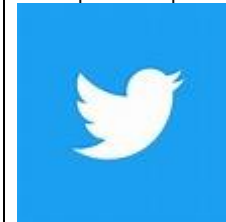
paintings of Surrealists Klee and Dalí.



Introduction:
Analyse artwork by Masson, Klee and Dalí. Compare and contrast the use of colour by the Surrealist artists and the use of automatist techniques by Masson.

Activity:
Use a similar process to Dalí by adding in objects to their backgrounds.
Use the same objects as symbols, such as:
elephants – distorted reality
eggs – hope and love
ants – death
locusts – waste and fear
snails – the human head
Children could invent their own symbols to represent other thoughts and feelings.


Children visit the class art gallery – observing each other's paintings.
Teach the ch how to give positive feedback and giving reasons why you like a piece of artwork.
Teach ch how to give a point for development – e.g. next time you could...../
Ch then complete a Tweet about their own artwork and of their partner. Share tweets upload to Showbie with photographs of completed paintings.





			create the desired effect.	Techniques: Children to use a technique inspired by Dali: For the important objects and figures, Dalí used black or blue pencil. He then used tiny brushstrokes of oil paint which he believed made his work more realistic.		
<u>Languages</u>	<p>RIGOLO 1 UNIT 9</p> <p><u>Les Fetes</u></p> <ul style="list-style-type: none"> • Talk about Festivals and dates • Talk about presents and festivals • Count beyond 10 to 60 • Give and understand instructions 					
<u>PE</u>	<p><u>Gandhi:</u> Swimming Swim over 100 metres unaided.</p> <p>Use breaststroke, front crawl and backstroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>Swim fluently with controlled strokes.</p>	<p><u>Gandhi:</u> Swimming Swim over 100 metres unaided.</p> <p>Use breaststroke, front crawl and backstroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>Swim fluently with controlled strokes.</p>	<p><u>Gandhi:</u> Athletics Lesson 1: To sustain jogging and sprinting for a few minutes. To demonstrate the ability to change speed. To pass a relay baton at speed using a 'place pass' into the hand.</p> <p><u>Parks:</u> Swimming</p>	<p><u>Gandhi:</u> Athletics Lesson 2 To demonstrate quick reactions and 'rapid' acceleration. To state a 'lead leg' preference when sprinting over hurdles.</p> <p><u>Parks:</u> Swimming Swim over 100 metres unaided.</p> <p>Use breaststroke, front crawl and backstroke,</p>	<p><u>Gandhi:</u> Athletics Lesson 3 To use jumping combinations to move around a space. To hop and jump for distance from one foot to two feet.</p> <p><u>Parks:</u> Athletics Lesson 3 To use jumping combinations to move around a space.</p>	<p><u>SPORTS DAY</u></p> <p><u>Gandhi:</u> Athletics Lesson 4 To hop and jump in different ways for height and for distance. To perform triple jump combination sequences with balance and control.</p> <p><u>Parks:</u> Athletics Lesson 4 To hop and jump in different ways for height and for distance.</p>



	<p>Turn efficiently at the turn of a length.</p> <p>Parks: Athletics Lesson 1: To sustain jogging and sprinting for a few minutes. To demonstrate the ability to change speed. To pass a relay baton at speed using a 'place pass' into the hand.</p>	<p>Turn efficiently at the turn of a length.</p> <p>Parks: Athletics Lesson 2 To demonstrate quick reactions and 'rapid' acceleration. To state a 'lead leg' preference when sprinting over hurdles.</p>	<p>Swim over 100 metres unaided.</p> <p>Use breaststroke, front crawl and backstroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>Swim fluently with controlled strokes.</p> <p>Turn efficiently at the turn of a length.</p>	<p>ensuring that breathing is correct so as not to interrupt the pattern of swimming.</p> <p>Swim fluently with controlled strokes.</p> <p>Turn efficiently at the turn of a length.</p>	<p>To hop and jump for distance from one foot to two feet.</p>	<p>To perform triple jump combination sequences with balance and control.</p>
 <p>RSHE</p>	<p><u>LO: To prioritise needs over wants.</u></p> <p><u>Activity:</u> Chn get given an imaginary budget of £50 and chn to purchase things from a shopping list, prioritising their needs over wants.</p>	<p><u>LO: To create a weekly budget.</u></p> <p><u>Activity:</u> Chn have a set of criteria of things they need to buy and they also have a budget.</p>	<p><u>LO: To identify the significance of borrowing and loaning money.</u></p> <p><u>Activity:</u> Split class into 2 groups, and have 1 side as bank and one as borrower. Class then roleplay in groups how borrowing money from a bank.</p>	<p><u>LO: To examine the risks associated with handling money online.</u></p> <p><u>Activity:</u> Arrange chn into pairs and chn complete 'surprise purchase' activity. Discuss the feedback about how to address the surprise purchase on the card.</p>	<p><u>LO: To identify and challenge stereotyping in the workplace.</u></p> <p><u>Activity:</u> Chn work in groups to mind map ideas of how to address and combat stereotypes. Feedback and share as a class.</p>	<p>Review the unit</p>
<p>Citizenship</p>		<p>Democracy in the local community – promoting equality with Power of Me project</p>	<p>Democracy in the local community – local council.</p>			

