



## Year 5/6 Medium Term Plan – Stargazers



<b>Term</b>	Spring 2023		
<b>Key text</b>	Jamie Drake Equation by Christopher Edge Curiosity: The Story of a Mars Rover by Markus Motum		
<b>Key Vocabulary</b>	Planet, solar system, constellation, Space Race, sun, star, moon, sphere, spherical bodies, satellite, orbit, rotate, axis, geocentric, heliocentric, astronomer		
<b>Ongoing objectives through this topic</b>	<ul style="list-style-type: none"> <li>- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>- Give some reasons for some important historical events</li> </ul>		
<b>Topic curriculum coverage and content</b>			
<b>Lesson WALT</b>	<b>Subject covered within lesson</b>	<b>Curriculum content covered within lesson</b>	<b>What will this look like when it's achieved?</b>
Lesson 1 WALT: understand what constellations are and name some	Art	<ul style="list-style-type: none"> <li>- Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Name some constellations</li> <li>- Draw accurately using protractor</li> </ul>
Lesson 2 WALT: know the key events of the Space Race	History (Geography)	<ul style="list-style-type: none"> <li>- Use dates to order and place events on a timeline</li> <li>- Identify the physical characteristics and key topographical features of the countries within North America</li> <li>- Make comparisons between aspects of periods of history and the present day</li> <li>- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>- Give some reasons for some important historical events</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Be able to place key events on a timeline in the correct place</li> <li>- Understand the chronology of the space race</li> <li>- Know key figures and events of the space race</li> <li>- Know why the space race happened</li> </ul>
Lesson 3 WALT: use drawing techniques to	Art	<ul style="list-style-type: none"> <li>- Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities</li> </ul>	Children will <ul style="list-style-type: none"> <li>- Be able to follow simple instructions accurately</li> </ul>

produce stargazer artwork			<ul style="list-style-type: none"> <li>- Produce a piece of work that they refine over time</li> <li>- Match their artwork to the example</li> </ul>
Lesson 4 WALT: know the key events of the Apollo 11 landing	History	<ul style="list-style-type: none"> <li>- Use dates to order and place events on a timeline</li> <li>- Make comparisons between aspects of periods of history and the present day</li> <li>- Describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies</li> <li>- Give some reasons for some important historical events</li> <li>- Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Know key figures and events of Apollo 11</li> <li>- Be able to place the events on a timeline</li> <li>- Know why Apollo 11 was so important</li> <li>- Apply prior knowledge to current learning</li> </ul>
Lessons 5 WALT: select appropriate software to present information about the solar system	ICT	<ul style="list-style-type: none"> <li>- Independently select and use appropriate software for a task</li> <li>- Design, input and test an increasingly complex set of instructions to a program or device</li> <li>- Design, write and test simple programs that follow a sequence of instructions or allow a set of instructions to be repeated</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Be able to use graphics and text to display their knowledge</li> <li>- Use transitions and animation to make their work interesting</li> </ul>
Lessons 6 WALT: understand the planet of Jupiter  Investigation – secondary sources	Science	<ul style="list-style-type: none"> <li>- Find things out using a wide range of secondary sources of information</li> <li>- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Be able to explain what type of planet Jupiter is</li> <li>- Know where in our solar system it is</li> <li>- Be able to give facts about the planet</li> </ul>
Lessons 7 WALT: understand the planet of Mars  Investigation – secondary sources	Science	<ul style="list-style-type: none"> <li>- Find things out using a wide range of secondary sources of information</li> <li>- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Be able to explain what type of planet Mars is</li> <li>- Know where in our solar system it is</li> <li>- Be able to give facts about the planet</li> </ul>

Lessons 8, 9 and 10 WALT: design and make a mars rover	D&T	<ul style="list-style-type: none"> <li>- Produce step by step plans to guide his/her making, demonstrating that he/she can apply his/her knowledge of different materials, tools and techniques</li> <li>- Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger or more stable</li> <li>- Use a wide range of methods to strengthen, stiffen and reinforce complex structures and can use them accurately and appropriately</li> <li>- Follow a design brief to achieve an effect for a particular function</li> <li>- Use his/her research into existing products and his/her market research to inform the design of his/her own innovative product</li> <li>- Create prototypes to show his/her ideas</li> <li>- Make careful and precise measurements so that joins, holes and openings are in exactly the right place</li> <li>- Make detailed evaluations about existing products and his/her own considering the views of others to improve his/her work</li> <li>- Understand how to use more complex mechanical and electrical systems</li> <li>- Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products</li> <li>- Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>- Use technical knowledge accurate skills to problem solve during the making process</li> <li>- Apply his/her understanding of computing to program, monitor and control his/her product</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- Plan and follow step by step guides</li> <li>- Select the correct tools and techniques</li> <li>- Measure accurately</li> <li>- Make joins that hold and serve a purpose</li> <li>- Produce a Mars Rover that moves</li> <li>- Know what potential and kinetic energy are and why they are needed in this model</li> <li>- Know what traction and friction are and the key part they play in the rover</li> </ul>
<b>Discrete Teaching</b>			
<b>Lesson WALT</b>	<b>Subject covered</b>	<b>Curriculum content covered within unit</b>	<b>What will this look like when it's achieved?</b>
Lesson 1 WALT: Explain why the Sun, Earth and Moon are spherical  Investigation – secondary sources	Science	<ul style="list-style-type: none"> <li>- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>- Describe the movement of the Moon relative to the Earth</li> <li>- Describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> <li>- Find things out using a wide range of secondary sources of information</li> </ul>	<p>Children will</p> <ul style="list-style-type: none"> <li>- describe a sphere.</li> <li>- describe the Sun, Earth and Moon as spherical.</li> <li>- name at least two different shapes the Earth was thought to be.</li> </ul>

		<ul style="list-style-type: none"> <li>- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings</li> </ul>	<ul style="list-style-type: none"> <li>- identify scientific evidence that has been used to support or refute ideas</li> <li>- (flat earth society)</li> </ul>
<p>Lesson 2 WALT: Investigate the solar system</p> <p>Investigation – secondary sources</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- name all the planets in the solar system in the correct order.</li> <li>- understand the difference between the terrestrial planets and the giant planets.</li> <li>- present information about a chosen planet in a scientific way.</li> </ul>
<p>Lesson 3 WALT: describe the movement of the planets around the sun.</p> <p>Investigation – secondary sources</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- define what the word orbit means.</li> <li>- know the difference between the geocentric and heliocentric models of the solar system.</li> <li>- can show the orbits of each planet, thinking about their distance from the sun.</li> <li>-</li> </ul>
<p>Lesson 4 WALT: size of the planets in relation to each other.</p> <p>Investigation – secondary sources Pattern seeking</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- define what the word relative means.</li> <li>- know the difference between the geocentric and heliocentric models of the solar system.</li> <li>- discuss and compare size</li> </ul>
<p>Lessons 5 WALT: explain day and night and</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- understand the movement of the Earth around the sun.</li> </ul>

<p>the apparent movement of the sun</p> <p>Investigation – secondary sources</p> <p>Changes with time</p>			<p>explain why we experience day and night.</p> <ul style="list-style-type: none"> <li>- understand why it looks like the sun moves across the sky.</li> <li>-</li> </ul>
<p>Lesson 6</p> <p>WALT: explain the movement of the moon relative to the Earth</p> <p>Investigation – secondary sources</p> <p>Pattern seeking</p> <p>Changes with time</p>			<p>Children will</p> <ul style="list-style-type: none"> <li>- understand why we can see the moon in the night sky.</li> <li>- understand how the moon orbits the Earth.</li> <li>- explain the phases of the lunar cycle.</li> </ul>
<p>Lesson 1 WALT: Understand the significance the Silk Road had on Early Islamic Civilisation</p>	RE	<p>ISLAM</p> <ul style="list-style-type: none"> <li>- Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> <li>- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</li> <li>- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</li> </ul>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Be able to understand what the silk road was, why it was an important trading route, relate that information to modern day, and name many of the goods trading along it. Children will be able to grasp how this trading route also spread Islam.</li> </ul>
<p>Lesson 2 WALT: understand the importance of the people who traded on the Silk Road</p>		<ul style="list-style-type: none"> <li>- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> <li>- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.</li> </ul>	<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Have a more developed understanding of the silk road, children will also be able to name specific people who traded along the silk road and understand their importance and the hazards of being a trader, understanding right and</li> </ul>

		<ul style="list-style-type: none"> <li>- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</li> <li>- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</li> <li>- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</li> <li>- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</li> </ul>	<p>wrong choices. Children should be able to plan a board game using their knowledge of the Silk Road.</p>
<p>Lesson 3 WALT: understand the importance of the people who traded on the Silk Road</p>			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Know the significant people involved in trading on the silk road and be able to apply their knowledge to make a board game using all the information they have understood. Including the hazards and ethical dilemmas.</li> </ul>
<p>Lesson 4 WALT: understand the importance of the stories told from 'The House of Wisdom' in Baghdad</p>			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Be able to understand about Baghdad during this period and the significance of the house of wisdom and its stories, relating them to fables and fairy tales' importance across the world and religions. They should understand the importance of morals.</li> <li>- Children will be able to discuss the different stories told across the world by different religions and relate what they have in common to Islam. Relating their importance morally and ethically.</li> </ul>
<p>Lesson 5 WALT: understand the cultural importance and</p>			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Understand the relationship between the expansion and</li> </ul>

expansion of Islam during the Golden Age			city of Baghdad and the spread of Islam.
Lesson 6 WALT: compare the Islamic Golden Age and the Christian Dark Ages			Lesson 6 children will <ul style="list-style-type: none"> <li>- Form an understanding of ancient Islamic art and different Islamic artist techniques.</li> <li>- Apply different techniques in preparation for an art lesson creating an Islamic tile.</li> </ul>
Lesson 7 WALT: understand why Early Islamic civilisation ended in Baghdad			Lesson 7 children will <ul style="list-style-type: none"> <li>- Learn how the fall of Baghdad occurred and the affect it had on the fall of the early civilisation of Islam in Iraq originally.</li> </ul>
Lesson 8 WALT: research Islamic scholars and write a biography to show their importance			Lesson 8 children will <ul style="list-style-type: none"> <li>- Be able to write notes informed from videos and information given in the lesson.</li> <li>- be able to use information and notes to write a short biography about a chosen scholar.</li> <li>- Be able to relate why the scholars were so important to Islam as well as infer what was important to Muslims in everyday life.</li> </ul>
Lesson 9 WALT: write using early Islamic calligraphy techniques			Lesson 9 children will <ul style="list-style-type: none"> <li>- Learn how to write using traditional Islamic calligraphy that would have</li> </ul>

			<p>been used in the Qur'an as well as in the house of wisdom.</p> <ul style="list-style-type: none"> <li>- Use technique to refine and improve aesthetic qualities</li> </ul>
Lesson 10 WALT: practice Islamic patterns and Arabic Calligraphy			<p>Lesson 10 children will</p> <ul style="list-style-type: none"> <li>- Continue to work on their understanding of other languages and art in other cultures.</li> <li>- Return to a piece of art and improve upon it with newly developed knowledge.</li> <li>- Be able to practice pattern making and copy out some ancient Arabic scripture.</li> </ul>
Lesson 1 WALT: listen and describe a piece of music	Music – Mars by Gustav Holst	<ul style="list-style-type: none"> <li>- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</li> <li>- Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology</li> </ul>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>
Lesson 2 WALT: understand two asymmetrical ostinatos and use them to create a crescendo			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Listen with attention to detail and recall sounds with increasing aural memory</li> <li>- Play and perform in solo and ensemble contexts using voices and instruments with increasing accuracy, fluency and control</li> </ul>
Lesson 3			Lesson 3 children will



WALT: invent new ostinatos in a march style			<ul style="list-style-type: none"> <li>- Choose appropriate instruments and work in groups to structure these ideas</li> <li>- Improvise and compose music for a range of purposes</li> </ul>
Lesson 4 WALT: structure two pieces of music into one larger piece			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Improvise and compose music for a range of purposes</li> <li>- Play musical instruments with increasing accuracy, fluency and control</li> </ul>
Lesson 5 WALT: create a coda structure (ending)			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Structure all ideas so far into one big piece</li> <li>- Perform to an audience</li> <li>- Use technical terminology where appropriate</li> </ul>
Lesson 6 WALT: create musical motifs to describe a new planet			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Structure ideas into a piece</li> <li>- Play and perform in solo and ensemble contexts</li> <li>- Use voices and musical instruments with increasing accuracy</li> <li>- Compose music for a range of purposes</li> </ul>
<b>Year 5 – THAT’S TASTY AND FRIENDS AND FAMILY</b>	French	<p>Year 5</p> <p><b>THAT’S TASTY AND FRIENDS AND FAMILY</b></p> <ul style="list-style-type: none"> <li>- Take part in conversations and express simple opinions giving reasons.</li> <li>- Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</li> <li>- Write phrases and some simple sentences from memory and write a short text, such as an email with support from a word/phrase bank.</li> </ul>	<b>Year 5</b>
Lesson 1 WALT: describe being thirsty and drinks			<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- Be able to create a word bank using the new</li> </ul>

		<ul style="list-style-type: none"> <li>- Use pronunciation and intonation effectively to accurately express meaning and engage an audience.</li> <li>- Gain an overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.</li> <li>- Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words.</li> <li>- Create his/her own sentences using knowledge of basic sentence structure.</li> <li>- Begin to use intonation to differentiate between sentence types.</li> <li>- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.</li> <li>- Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</li> <li>- Know how to conjugate some high frequency verbs.</li> <li>- Understand how to use some adverbs in sentences.</li> <li>- Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions.</li> </ul>	<p>vocabulary they will have been taught.</p>
Lesson 2 WALT: understand open, closed and time vocabulary			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Be able to use and understand the common vocabulary used every day related to time</li> </ul>
Lesson 3 WALT: discuss Breakfast			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Understanding different words for different breakfasts as well as different foods eaten by different cultures.</li> </ul>
Lesson 4 WALT: Discuss lunches and sandwiches			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Understand how to discuss in pair work have they have for lunch and apply what they have learnt to real life.</li> </ul>
Lesson 5 WALT: Discuss eating different foods			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Can use and apply new vocabulary to a well-known topic and create a word bank.</li> </ul>
Lesson 6 WALT: Understand specific food vocabulary (pizza)			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Children will be able to apply previous knowledge to discuss specific language.</li> </ul>
Lesson 7 WALT: describe our family			<p>Lesson 7 - children will</p> <ul style="list-style-type: none"> <li>- be able to use some vocabulary about family to be able to have small conversations and create word banks</li> </ul>
Lesson 8 WALT: describe what we live in			<p>Lesson 8 – Children will</p> <ul style="list-style-type: none"> <li>- Be able to describe what they live in as well as apply</li> </ul>

			previous knowledge about where they live.
Lesson 9 WALT: Use vocabulary specific to different housing (farm)			Lesson 9 – children will - Be able to create a word bank related to the specific language.
Lesson 10 WALT: describe what is in our own homes			Lesson 10- children will - Be able to use language in conversations.
Lesson 11 WALT: describe and discuss different animals and pets			Lesson 11 – children will - Be able to hold conversations about different pets and new language.
Lesson 12 WALT: converse about what we know about ourselves			Lesson 12 – children will - Be able to use all they have learnt across the last 12 weeks and apply it in conversations.
<b>Year 6 – THIS IS FRANCE</b>			<b>Year 6</b>
Lesson 1 WALT: write a sentence	Year 6 – This is France	<ul style="list-style-type: none"> <li>- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank</li> <li>- Use a wide range of adjectives to describe people and things, and use different verbs to describe actions</li> <li>- Adapt sentences to form negative sentences and begin to form questions</li> <li>- Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</li> <li>- Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun</li> </ul>	Lesson 1 children will - Use the correct form of 'de' - Model sentences and substitute key words - Create sentences independently
Lesson 2 WALT: ask and answer questions			Lesson 2 children will - Ask a question about distances - Give an answer, writing the number in words
Lesson 3 WALT: use the correct words for up to 8 compass points			Lesson 3 children will - Use a map to work out direction between cities - Know directions in French

			<ul style="list-style-type: none"> <li>- Write a sentence using the correct word for the direction</li> </ul>
Lesson 4 WALT: write about landmarks			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- Know French landmarks</li> <li>- Write sentences about things that can be done when visiting Paris</li> <li>- Create a leaflet to encourage people to visit Paris</li> </ul>
Lesson 5 WALT: use present or imperfect tense			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- Know whether to use <i>était</i> or <i>est</i></li> <li>- write sentences using <i>était</i> or <i>est</i></li> </ul>
Lesson 6 WALT: use the correct form of adjectives			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- choose the correct form of an adjective describing nationality</li> <li>- write sentences describing a person's nationality</li> </ul>
<b>Year 5 – BE YOURSELF AND AIMING HIGH</b>	PSHE	<b>BE YOURSELF AND AIMING HIGH</b>	<b>Year 5</b>
Lesson 1 WALT: You are Unique	Year 5	<ul style="list-style-type: none"> <li>- Recognise the importance of getting help if they feel lonely or excluded, and can describe how to help others to feel included</li> <li>- Describe ways to prepare for and manage transitions positively between important stages in life or school.</li> <li>- Assess how safe or unsafe different choices for health and wellbeing are, explain the purpose of laws, rules and restrictions to keep children safe, and how to use risk assessment skills to make safe choices</li> <li>- Recognise peer influence or pressure in a range of situations and suggest strategies to manage and respond to it</li> <li>- Identify strengths, skills and achievements, how these might help them choose a job, and use these to set goals</li> <li>- Recognise factors that might limit or support people's career choices, including stereotypes related to different jobs, and be ambitious for their future</li> </ul>	<p>Lesson 1 children will</p> <ul style="list-style-type: none"> <li>- understand the importance of people having their own thoughts, feelings and opinions.</li> <li>- identify solutions to situations where being an individual may feel more difficult.</li> <li>- Be able to reflect on the importance of individuality as well as identify how they are unique.</li> </ul>

<p>Lesson 2 WALT: Let it out</p>			<p>Lesson 2 children will</p> <ul style="list-style-type: none"> <li>- Be able to identify when they are comfortable sharing any true thoughts and feelings.</li> <li>- discuss the positive impact of sharing their true thoughts and feelings.</li> <li>- Describe and reflect on how they can support others in sharing their thoughts and feelings with me.</li> </ul>
<p>Lesson 3 WALT: Uncomfortable feelings</p>			<p>Lesson 3 children will</p> <ul style="list-style-type: none"> <li>- Be able to identify uncomfortable feelings.</li> <li>- discuss situations which might lead to uncomfortable feelings arising.</li> <li>- describe ways to manage uncomfortable feelings.</li> <li>- can think about how I am going to manage my own uncomfortable feelings.</li> </ul>
<p>Lesson 4 WALT: The confidence trick</p>			<p>Lesson 4 children will</p> <ul style="list-style-type: none"> <li>- identify situations that might make them feel shy or nervous.</li> <li>- discuss the impact of how we choose to respond to feeling nervous and shy.</li> <li>- identify strategies that might help me to feel confident and behave confidently.</li> </ul>
<p>Lesson 5 WALT: Do the right thing</p>			<p>Lesson 5 children will</p> <ul style="list-style-type: none"> <li>- explain what a tricky situation is.</li> </ul>

			<ul style="list-style-type: none"> <li>- Describe strategies to make positive choices.</li> </ul>
Lesson 6 WALT: Making amends			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Identify the emotions I feel when I make a mistake</li> </ul>
Lesson 7 WALT: You can do anything			<p>Lesson 7 children will</p> <ul style="list-style-type: none"> <li>- identify things they have learnt or achieved since starting school.</li> <li>- identify attitudes and behaviours which help us learn new things.</li> <li>- identify how they learn best and apply this knowledge to learning new things or acquiring new skills.</li> </ul>
Lesson 8 WALT: Breaking down barriers			<p>Lesson 8 children will</p> <ul style="list-style-type: none"> <li>- identify positive and negative attitudes towards learning.</li> <li>- learn about others who have successfully overcome challenges.</li> <li>- identify learning strategies that can help us to succeed.</li> </ul>
Lesson 9 WALT: Future focus			<p>Lesson 9 children will</p> <ul style="list-style-type: none"> <li>- can discuss opportunities available to me now and how they might benefit me.</li> <li>- can discuss educational and career opportunities that may be available to me in the future.</li> </ul>
Lesson 10 WALT: Innovation and enterprise			<p>Lesson 10 children will</p> <ul style="list-style-type: none"> <li>- identify skills that will help me in the future.</li> </ul>

			<ul style="list-style-type: none"> <li>- begin to develop those skills now through a range of activities.</li> <li>- work with others to take on a challenge.</li> </ul>
Lesson 11 WALT: Onwards and upwards			Lesson 11 children will <ul style="list-style-type: none"> <li>- identify my personal goals.</li> <li>- appreciate that different people have different goals.</li> <li>- take responsibility for working towards my personal goals.</li> </ul>
<b>Year 6 – RESPECTING RIGHTS AND ONE WORLD</b>	Year 6	<b>RESPECTING RIGHTS AND ONE WORLD</b>	<b>Year 6</b>
Lesson 1 WALT: Know your rights		<ul style="list-style-type: none"> <li>- Recognise the importance of getting help if they feel lonely or excluded, and can describe how to help others to feel included</li> <li>- Name different types of bullying, explain the effects of bullying and hurtful behaviour, including online, and how to respond if it is experienced or witnessed</li> <li>- Say what discrimination is, recognise that everyone deserves to be treated with respect, and how discrimination can be challenged</li> <li>- Describe different types of relationship, including loving and intimate relationships, and explain that people can experience emotional, romantic and sexual attraction with people of different or the same sex</li> <li>- Identify a range of different rules, laws, and human rights, explain why they are important and possible consequences of not following rules</li> <li>- Explain what stereotypes, prejudice and discrimination mean, why they need to show others respect and how they can positively challenge discrimination</li> </ul>	Lesson 1 children will <ul style="list-style-type: none"> <li>- explain what the Universal Declaration of Human Rights is and understand that children have their own rights.</li> </ul>
Lesson 2 WALT: Understand if all humans have rights and if so how they are met			Lesson 2 children will <ul style="list-style-type: none"> <li>- understand that human rights apply to everyone, no matter where they are from or what their culture is and family traditions are.</li> <li>- identify why people’s rights are sometimes not met in the UK and in places across the world.</li> </ul>
Lesson 3 WALT:			Lesson 3 children will <ul style="list-style-type: none"> <li>- explain how I can respect other people’s rights and I</li> </ul>

consider respect in relation human rights.			understand why this is important
Lesson 4 WALT understand that humans rights change and activism			Lesson 4 children will <ul style="list-style-type: none"> <li>- identify how and why ideas about human rights have changed.</li> <li>- explain the role and importance of human rights activists</li> </ul>
Lesson 5 WALT: Understand how we can be responsible global citizens			Lesson 5 children will <ul style="list-style-type: none"> <li>- Know that they have different responsibilities towards the environment.</li> <li>- Know about the United Nations Declaration of Rights of the child</li> </ul>
Lesson 6 WALT: describe what global warming is and what we can do to help prevent it from getting worse.			Lesson 6 children will <ul style="list-style-type: none"> <li>- explain why global warming is happening.</li> <li>- identify the effects of global warming.</li> <li>- explain how different actions can help prevent the effects worsening.</li> <li>- reflect upon my own feelings and commit to a small positive action</li> </ul>
Lesson 7 WALT: explain how our energy use can harm the environment and describe what we can do to help			Lesson 7 children will <ul style="list-style-type: none"> <li>- discuss about how the energy we use contributes to global warming.</li> <li>- identify what we can do to help.</li> <li>- commit to acting by making an energy pledge.</li> </ul>



<p>Lesson 8 WALT: WALT: describe how we can use water responsibly and understand the importance of doing this.</p>			<p>Lesson 8 children will</p> <ul style="list-style-type: none"> <li>- identify lots of ways in which we use water in our daily lives.</li> <li>- explain why it is important not to waste water.</li> <li>- find out how to use water responsibly by reading an information sheet.</li> <li>- show appreciation for the resources available to me.</li> </ul>
<p>Lesson 9 WALT: understand what biodiversity is and explain the importance of doing all we can to encourage it.</p>			<p>Lesson 9 children will:</p> <ul style="list-style-type: none"> <li>- can explain to a partner what biodiversity is.</li> <li>- identify the benefits of biodiversity.</li> <li>- show what biodiversity means to me through images and words.</li> <li>- reflect on what I can do to encourage biodiversity.</li> </ul>

<b>Year 5</b>	PE  Year 5 – gym – floor based	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best	<b>Year 5</b>
Lesson 1 WALT: complete a forward roll			Lesson 1 children will <ul style="list-style-type: none"> <li>- bend knees into supported tuck placing hands shoulder width apart</li> <li>- keep back rounded</li> <li>- lift hips, push with legs and put top of back/shoulders on mat between hands</li> </ul>
Lesson 2 WALT: complete a backward roll			Lesson 2 children will <ul style="list-style-type: none"> <li>- Have hands pointing towards the direction of the roll close to shoulders</li> <li>- Take weight on hands, not head and neck</li> <li>- Push with arms, chin on chest</li> </ul>
Lesson 3 WALT: complete a shoulder stand and cartwheel			Lesson 3 children will <ul style="list-style-type: none"> <li>- From sitting, shift weight backwards through tucked position</li> <li>- Extend hips and legs vertical with toes pointing to ceiling and hip angle straight</li> <li>- Cartwheel timing to be equal – hand, hand, foot, foot</li> </ul>
Lesson 4 WALT: complete a round off			Lesson 4 children will <ul style="list-style-type: none"> <li>- Stretch arms forward and low</li> <li>- Turn shoulders then hips and bring legs together as quickly as possible</li> </ul>
Lesson 5 WALT: complete two cartwheels consecutively			Lesson 5 children will <ul style="list-style-type: none"> <li>- Perform one smooth cartwheel</li> </ul>

			<ul style="list-style-type: none"> <li>- Finish on one leg and continue straight into the next</li> </ul>
Lesson 6 WALT: put movements together to form a routine	Year 6 – fitness circuits		Lesson 6 children will <ul style="list-style-type: none"> <li>- Put movements together in an order that flows</li> <li>- Use correct technique when completing each movement</li> <li>- Continue the movements with fluidity, without stopping between movements</li> </ul>
<b>Year 6</b>			<b>Year 6</b>
Lesson 1 WALT: assess our own fitness			Lesson 1 children will <ul style="list-style-type: none"> <li>- Keep track of how many reps completed</li> </ul>
Lesson 2 WALT: understand why overloading leads to improved fitness			Lesson 2 children will <ul style="list-style-type: none"> <li>- Keep track of increasing reps</li> <li>- Understand the need to keep hydrated during exercise</li> </ul>
Lesson 3 WALT: use interval training to improve fitness			Lesson 3 children will <ul style="list-style-type: none"> <li>- Maintain exercise for 30 seconds at a time</li> <li>- Know why rest periods are important</li> </ul>
Lesson 4 WALT: work with maximum effort for a short period of time			Lesson 4 children will <ul style="list-style-type: none"> <li>- Complete as many reps or hold a position as long as possible in a given time</li> <li>- Stay balanced while performing movements</li> <li>- Attempt to beat my weekly fitness score</li> </ul>
Lesson 5 WALT: understand what			Lesson 5 children will

<p>a pyramid workout is and its benefits</p>			<ul style="list-style-type: none"> <li>- Explain the principles of a pyramid workout</li> <li>- Complete exercises of increasing and decreasing reps</li> </ul>
<p>Lesson 6 WALT: identify and explain the benefits of whole-body exercise</p>			<p>Lesson 6 children will</p> <ul style="list-style-type: none"> <li>- Work a variety of movements in Tabata style</li> <li>- Know why whole-body exercises are good for health (improves coordination, uses lots of energy/burns calories, stops boredom, means all body parts are becoming strong and flexible)</li> </ul>
<p>Year 5 and 6 PE provided by external sports coaches for Spring Term – hockey, lacrosse and gymnastics</p>			