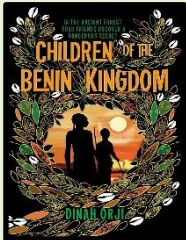
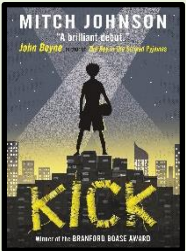
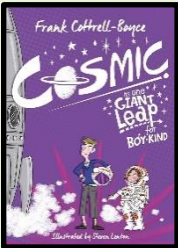
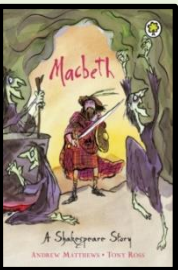

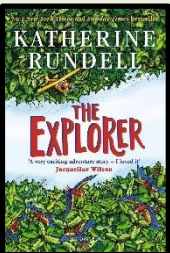
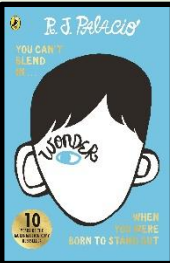




















# Broadwood Primary School







## Year 5



### Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts)	<p><b><u>Children of the Benin Kingdom</u></b> By Dinah Orji</p>  <p>"The day a Benin father start telling his child that marks the beginning of pride, dignity and self-esteem in the life of that child"</p> <p><b><u>Kick</u></b> By Mitch Johnson</p>  <p>"The problem with being a dreamer is that occasionally you'll have nightmares – you've just got to make sure they don't ever spook you enough to want to wake up."</p>	<p><b><u>Cosmic</u></b> By Frank Cottrell-Boyce</p>  <p>"What I remember is being on the moon. I remember every second. Every stone. Every star we saw. Sometimes it feels like I never really came back."</p> <p><b><u>Macbeth</u></b> Retold by Andrew Matthews and Tony Ross</p>  <p>"Fair is foul and foul is fair."</p> <p>"What's done cannot be undone."</p> <p> <a href="#">Shakespeare Theatre Company.</a></p>	<p><b><u>The Explorer</u></b> By Katherine Rundell</p>  <p>"The birds here make the birds in England look like they're dressed for a job interview."</p> <p><b><u>Wonder</u></b> By R.J. Palacio</p>  <p>"You can't blend in... when you were born to stand out!"</p>
Science	<p><b><u>Properties and the uses of Materials</u></b></p> <ol style="list-style-type: none"> <li>How can we compare and group materials?</li> <li>Which materials did the builders use when constructing our school and why?</li> <li>Which liquid is the thickest?</li> <li>Who invents things?</li> <li>Can the same container keep cold things cold and hot things hot?</li> <li>Which materials are absorbent, permeable or waterproof?</li> </ol> <p>1-6: Unit Checkout – Knowledge Catcher.</p> <p><b><u>Separating Mixtures and Changing Materials</u></b></p> <ol style="list-style-type: none"> <li>How can we separate mixtures?</li> <li>What happens when we mix liquids and solids?</li> <li>What makes a difference to how fast sugar or salt dissolves?</li> </ol>	<p><b><u>Earth and Space</u></b></p> <ol style="list-style-type: none"> <li>What's in space?</li> <li>How do the planets move?</li> <li>How does the position of the Sun in the sky change?</li> <li>What causes day and night?</li> <li>How does the Moon move?</li> <li>What patterns can we find in data about the planets?</li> </ol> <p>1-6: Unit Checkout – Knowledge Catcher.</p> <p> <a href="#">Links to the Class Text (Cosmic) and Computing (Data Handling and Programming – Mars Rover).</a></p> <p><b><u>Forces</u></b></p> <ol style="list-style-type: none"> <li>What is the friction between different surfaces?</li> <li>Why do some objects fall faster than others?</li> <li>How does the size of the canopy affect the time it takes a parachute to fall?</li> </ol>	<p><b><u>Living Things and their Habitats – Plant and Animal Life Cycles</u></b></p> <ol style="list-style-type: none"> <li>How do flowering plants produce seeds?</li> <li>Do all plants have the same number of reproductive parts?</li> <li>How can we grow over plants without using seeds?</li> <li>How do birds change over their lifetime?</li> <li>Do all mammals have the same gestation period?</li> <li>How do amphibians change throughout their lifecycle?</li> <li>Do all insects go through the same lifecycle?</li> </ol> <p>1-7: Unit Checkout – Knowledge Catcher.</p> <p> <a href="#">Links to the Class Text (The Explorer).</a></p> <p> <a href="#">Visit to Scotswood Garden.</a></p> <p><b><u>Animals, including Humans - Human Growth</u></b></p>





	<p>4: How can we clean up contaminated water?  5: What makes a change non-reversible?  6: How much gas can be produced by a non-reversible change?  1-6: Unit Checkout – Knowledge Catcher.</p>	<p>4: How does the shape of an object affect its movement in water?  5: How does the number of pulleys affect the force needed to lift a load?  6: How does the length of the lever affect the force needed to lift a load?  7: How do gears work?  1-7: Unit Checkout – Knowledge Catcher.</p> <p> <a href="#">Links to DT (Mechanical Systems).</a></p>	<p>1: How do newborn babies change into teenagers?  2: How do girls become women?  3: How do boys become men?  4: What is the human lifecycle?  1-4: Unit Checkout – Knowledge Catcher.</p> <p> <a href="#">Links to PSHE (Growing and Changing).</a></p> <p> <a href="#">Cap-a-Pie's Brain Health.</a></p>
<p><b>History</b></p> <p></p> <p>Our KS2 History curriculum builds on skills and knowledge in chronological order within each year group.</p>	<p><b><u>Benin Kingdom</u></b></p> <p><b>What are the achievements of the Benin Kingdom?</b></p> <p>1: How did the Benin Kingdom begin?  2: What was life like for the Edo people in the Benin Kingdom?  3: How were trade links established and what goods were traded?  4: What was the transatlantic slave trade?  5: What can the Benin Bronzes teach us about the Benin Kingdom?  6: Unit Checkout - What are the achievements of the Benin Kingdom?</p> <p> <a href="#">Links to Class Text (Children of the Benin Kingdom).</a></p>	<p><b><u>Medieval Monarchs</u></b></p> <p><b>Who was the greatest medieval monarch?</b></p> <p>1: Why was there a succession crisis in 1066?  2: Who was responsible for the death of Thomas Becket?  3: Which king was worse, John or Richard?  4: What makes a great medieval monarch?  5: How did power change during the medieval period?  6: Unit Checkout - Who was the greatest medieval monarch?</p> <p> <a href="#">Links to Class Text (Macbeth).</a></p>	<p><b><u>Changing Britain</u></b></p> <p><b>What did the British civil rights protests in the twentieth century have in common?</b></p> <p>1: How have people fought for civil rights in Britain?  2: What was the Bristol Bus Boycott?  3: What was the Grunwick Strike?  4: Why were there protests about Section 28?  5: How did the Wheelchair Warriors fight for their rights?  6: Unit Checkout - What did the British civil rights protests in the twentieth century have in common?</p>
<p><b>Geography</b></p>	<p><b><u>Slums</u></b></p> <p><b>How far do you agree with the following statement? 'Governments around the world should clear slums away.'</b></p> <p>1: What is a slum?  2: What are the similarities between Rocinha and Dharavi?  3: What challenges are faced by people living in the slums?  4: What improvements can be made for people living in the slums?  5: What next for Dharavi?  6: Unit Checkout – How far do you agree with the following statement? 'Governments around the world should clear slums away.'</p> <p> <a href="#">Links to the Class Text (Kick).</a></p>	<p><b><u>Energy and Sustainability</u></b></p> <p><b>How much do you agree with the following statement? 'Humans cannot live sustainably.'</b></p> <p>1: What is sustainability?  2: Are fossil fuels sustainable?  3: What are renewable sources of energy?  4: What can we learn from Curitiba?  5: What can we learn from Freiburg?  6: Unit Checkout – How much do you agree with the following statement? 'Humans cannot live sustainably.'</p>	<p><b><u>Biomes</u></b></p> <p><b>How much do you agree with the following statement? 'It is already too late to protect biomes from climate change.'</b></p> <p>1: What are the Earth's biomes?  2: Why are biomes where they are?  3: Why are biomes under threat?  4: What are the features of your favourite biome?  5: How can we persuade people to protect biomes?  6: Unit Checkout – How much do you agree with the following statement? 'It is already too late to protect biomes from climate change.'</p> <p> <a href="#">Links to the Class Text (The Explorer).</a></p>










<p><b>Computing</b></p>	<p><b><u>Computing Systems and Networks – Search Engines</u></b></p> <p>1: Searching Basics 2: Inaccurate Information 3: Web Quest 4: Information Poster 5: Web Crawlers <b>6: E-Safety L1 – Online Protection</b></p> <p> <a href="#">Link to PSHE (Melva's Quest).</a></p> <p><b><u>Programming – Music</u></b></p> <p>1: Tinkering with Scratch Music Elements 2: Scratch Soundtracks 3: Planning a Soundtrack 4: Programming a Soundtrack 5: Evaluation a Soundtrack <b>6: E-Safety L2 – Online Communication</b></p> <p> <a href="#">Link to Music.</a></p>	<p><b><u>Data Handling – Mars Rover</u></b></p> <p>1: Mars Rover 2: Binary Code 3: Computer Architecture 4: Using Binary – Numbers 5: Using Binary – Text <b>6: E-Safety L3 – Online Reputation</b></p> <p> <a href="#">Links to Science (Earth and Space).</a></p> <p> <a href="#">Science Week 2026: Change and Adapt.</a></p> <p><b><u>Programming – Mars Rover 2</u></b></p> <p>1: Pixels 2: Compressing Images 3: Fetch-Decode-Execute Cycle 4: Tinkering with CAD 5: Tinkercad Design</p> <p>*Teach E-Safety L4 if Summer 1 is a shorter term. *E-Safety Lesson Taught in PSHE Spring 2.</p> <p> <a href="#">Link to Science (Earth and Space).</a></p>	<p><b><u>Stop Motion Animation</u></b></p> <p>1: Animation Explored 2: Exploring Stop-Motion 3: Planning my Stop-Motion Project 4: Stop Motion Creation 5: Editing My Stop Motion Project <b>6: E-Safety L4 – Online Bullying</b></p> <p><b><u>Programming – Micro:bit</u></b></p> <p>1: Tinkering with BBC Micro:bit 2: Programming an Animation 3: Polling Program 4: Programming a Pedometer 5: Programming a Scoreboard <b>6: E-Safety L5 – Online Health</b></p> <p> <a href="#">Links to PE (Athletics).</a></p>
<p><b>PSHE</b></p>	<p><b><u>Me and My Relationships</u></b></p> <p>1: Collaboration and Challenge! <i>(Discuss what collaboration and teamwork is)</i> 2: Give and take <i>(Describe strategies to resolve conflict)</i> Communication <i>(Accepting responsible and safe online behaviour)</i> 3: How good a friend are you? <i>(Respond to a wide range of feelings in others)</i> 4: Relationship cake recipe <i>(Identifying what makes a relationship unhealthy)</i> 5: Our emotional needs <i>(Recognising emotional needs and how they change in different circumstances)</i> 6: Being assertive <i>(Identifying assertiveness skills)</i></p> <p><b><u>Melva: The Quest for Baranabus Boggle</u></b></p> <p>1: To start conversations with peers and grown-ups about worries and anxieties</p>	<p><b><u>Being my Best</u></b></p> <p>1: It all adds up! <i>(Understand the importance of food, water, oxygen etc for the human body and its health)</i> 2: Different skills <i>(Identify own strengths and talents)</i> 3: My community <i>(Suggest ways of improving the school community)</i> 4: Independence and responsibility <i>(Identify people who are responsible for helping them stay healthy and safe)</i> 5: Star qualities <i>(Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life)</i> 6: Basic first aid, including Sepsis awareness</p> <p><b><u>Keeping Safe</u></b></p> <p>1: Play, like, share <i>(What is safe/ unsafe to share online?)</i> 2: Would you risk it? <i>(Identify risk factors)</i> 3: Vaping: healthy or unhealthy <i>(Describe some risks of</i></p>	<p><b><u>Valuing Difference</u></b></p> <p>1: Qualities of friendship <i>(Define key qualities on friendship and discuss why they might end)</i> 2: Kind conversations <i>(Demonstrate respectfulness)</i> 3: Happy being me <i>(Develop an understanding of discrimination and injustice)</i> 4: The land of the Red People <i>(The benefits of having a diverse society)</i> 5: Is it true? <i>(Understand the information we get online is not always true)</i> 6: Stop start stereotypes <i>(understand that some people can get bullied because of their gender)</i> 7: It could happen to anyone <i>(Consequences of positive and negative behaviour on others)</i></p> <p> <a href="#">Links to Class Text (Wonder).</a></p> <p><b><u>Growing and Changing</u></b></p>

	<p>2: To learn the difference between ‘good’ and ‘bad’ worrits and how they each affect us</p> <p>3: To consider why some people make us feel good and others make us feel bad</p> <p>4: To build empathy and critical thinking skills to understand how Barnabus is feeling and why he’s been behaving strangely</p> <p>5: To understand how the things other people say or do can make us feel or behave</p> <p>6: Understand how worrits can trigger our Fight / Flight /</p> <p>7: Freeze responses, and the different ways this can affect our bodies or make us behave</p> <p>8: Identify things we can say or do to help other people when they are experiencing worrits</p> <p>9: To recap what Melva and Barnabas learnt and achieved during their journeys up the mountain.</p> <p> <a href="#">Link to Computing (Computer Systems and Networks).</a></p>	vaping)	<p>1: How are they feeling (<i>Distinguish between good and not so good feelings</i>)</p> <p>2: Taking notice of our feelings (<i>Understand what kinds of touch are acceptable or unacceptable</i>)</p> <p>3: Dear Ash (<i>Explain the difference between a safe and an unsafe secret</i>)</p> <p>4: Growing up and changing bodies (<i>Identify some products that they may need during puberty and why</i>)</p> <p>5: Changing bodies and feelings (<i>Know the correct words for the external sexual organs</i>)</p> <p>6: Help! I’m a teenager – get me out of here! (<i>Describe and/or demonstrate how to be resilient in order to find someone who will listen to you</i>)</p> <p> <a href="#">Link to Class Text (Wonder) and Science (Human Growth).</a></p> <p> <a href="#">Cap-a-Pie’s Brain Health.</a></p>
<b>Art</b>	<p><b><u>Structure and 3D – Interactive Installation</u></b></p> <p>1: What is installation art?</p> <p>2: Space and scale</p> <p>3: Everyday amazing</p> <p>4: Creative concepts</p> <p>5: Viewer experience</p> <p>5: Unit Checkout – Knowledge Catcher.</p>	<p><b><u>Drawing – I Need Space</u></b></p> <p>1: Space imagery</p> <p>2: Drawing decisions</p> <p>3: Teis Albers</p> <p>4: A vision of the future</p> <p>5: Revisiting ideas</p> <p>5: Unit Checkout – Knowledge Catcher.</p> <p> <a href="#">Links to Class Text (Cosmic) and to Science (Earth and Space).</a></p>	<p><b><u>Painting and Mixed Media – Portraits</u></b></p> <p>1: Poem portrait</p> <p>2: Developing drawings</p> <p>3: Self-portraits</p> <p>4: Changing faces</p> <p>5: Mixed media portraits</p> <p>5: Unit Checkout – Knowledge Catcher.</p> <p> <a href="#">Links to Class Text (Wonder).</a></p>
<b>Design and Technology</b>	<p><b><u>Cooking and Nutrition – Developing Recipes</u></b></p> <p>1: Chili Chicken Wraps</p> <p>2: Gnocchi Bake</p> <p>3: Spaghetti Bolognese</p> <p>4: Chicken Korma</p> <p>5: Chicken Chow Mein</p> <p>5: Unit Checkout – Knowledge Catcher.</p> <p> <a href="#">Delivered as part of the Little Chef Project.</a></p>	<p><b><u>Mechanical Systems: Making a pop-up book</u></b></p> <p>1: Pop-up book design</p> <p>2: Making my pop-up book</p> <p>3: Using layers and spacers</p> <p>4: Writing and illustrating</p> <p>4: Unit Checkout – Knowledge Catcher.</p> <p> <a href="#">Links to Class Text (Cosmic or Macbeth) and Science (Forces).</a></p>	<p><b><u>Structures: Bridges</u></b></p> <p>1: Arch and beam bridges</p> <p>2: Spaghetti truss bridges</p> <p>3: Building bridges</p> <p>4: Finalising bridges</p> <p>1-4: Unit Checkout - Knowledge Catcher.</p>


<p><b>Music</b></p>  <p>Our Music curriculum is not linked across the curriculum as it often leads to fragmented musical learning.</p>	<p><b><u>What shall we do with the drunken sailor?</u></b></p> <p>1: Sing a sea shanty expressively and with a strong beat.  2: Learn a cup rhythm game, keeping to the beat of the song.  3: Progression snapshot 1. Make a video recording of children singing.  4: Create body percussion patterns to accompany a sea shanty. Write the patterns out using a rhythm grid.  5: Create accompaniments with bass notes and chords.  6: Rehearse and perform What shall we do with the drunken sailor?</p> <p><b><u>Why we Sing?</u></b></p> <p>1: Learn about Gospel songs and spirituals.  2: Singing in a Gospel style – phrasing and articulation.  3: Exploring Gospel music further.</p> <p><b><u>Introduction to songwriting</u></b></p> <p>1: Identify the structure of a song and analyse the song lyrics to appreciate the role of metaphor.  2: Writing the lyrics of a hook.  3: Create a tune for your hook.</p>	<p><b><u>Madina tun Nabi</u></b></p> <p>1: Get to know the song and where it comes from.  2: Get to know the song and learn more about Islamic music and the Nasheed.  3: Progression snapshot 2. Make a video recording of children singing.  4: Learn to sing Verse 1, play the drone, and improvise.  5: Learn to sing Verse 2 and play the chorus chords.  6: Practise all of the elements, bringing them together in a performance of the piece.</p> <p><b><u>Building a groove</u></b></p> <p>1: Create a drum groove.  2: Create a bassline.  3: Create a riff-based melody.</p> <p><b><u>Época</u></b></p> <p>1: Getting to know Época.  2: Exploring the history of Argentine tango.  3: Exploring the accordion, bass, and drum kit.</p>	<p><b><u>Balinese Gamelan</u></b></p> <p>1: Gamelan beleganjur.  2: The kecak vocal chant.  3: Making connections... create and perform.</p> <p><b><u>Ukulele with ‘Perri’ teachers</u></b></p> <p>1-6: Lessons to follow Newcastle Music Service Ukulele programme.</p>  <p>Delivered by ‘Perri’ at Newcastle Music Service.</p> <p><b><u>Composing in Ternary Form</u></b></p> <p>1: Section A – A happy little walk.  2: Section B – A strange encounters  3: Ternary form (ABA) – The full story.</p>
<p><b>Religious Education</b></p>	<p><b><u>Why do people have to stand up for what they believe in?</u></b></p> <p>1: What does freedom look like?  2: How have beliefs been challenged in the past?  3: How can light represent standing up for what you believe in?  4: Should we celebrate Bonfire Night?  5: What can inspire people to stand up for their beliefs?  6: How can we stand up for what we believe in?  6: Unit Checkout – Knowledge Catcher. Why do people have to stand up for what they believe in?</p> <p><b><u>Why doesn’t Christianity look the same?</u></b></p> <p>1: Why did some people believe Jesus was the Messiah?  2: How did Christianity develop?  3: What is Roman Catholicism?  4: How have historical changes impacted Christianity?</p>	<p><b><u>What happens when we die? (Part 1)</u></b></p> <p>1: Why do some people believe in a soul?  2: How do some people make up for bad deeds?  3: If there’s a heaven, what might it be like?  4: What is the purpose of a funeral?  5: How do some people seek forgiveness in their lives?  6: How do some people remember those that have died?  6: Unit Checkout – Knowledge Catcher. What happens when we die? (Part 1)</p> <p><b><u>What happens when we die? Part 2</u></b></p> <p>1.If there is a soul, where does it go?  2.What is samsara?  3.How might someone reach moksha?  4.How can people find comfort after death?  5.What is nirvana?  6.What does enlightenment look like?</p>	<p><b><u>Who should be in charge?</u></b></p> <p>1: How are laws created?  2: How is a leader chosen?  3: Where do religious laws come from?  4: How did Guru Nanak choose a successor?  5: When can someone become a leader?  6: How can religious texts be leaders?  6: Unit Checkout – Knowledge Catcher. Who should be in charge?</p> <p><b><u>Why are some places in the world significant to believers?</u></b></p> <p>1: What can make a place significant?  2: How can religious events make a place significant?  3: What makes the Harmandir Sahib significant to many Sikhs?  4: How can a river be a goddess?  5: Can relics make a place significant?</p>




	<p>5: How can being part of a Christian community give a sense of belonging?</p> <p>6: Does everyone have the same picture of Jesus?</p> <p>6: Unit Checkout – Knowledge Catcher. Why doesn't Christianity look the same?</p>	<p>6: Unit Checkout – Knowledge Catcher. What happens when we die? (Part 2)</p>	<p>6: Who can visit significant places?</p> <p>6: Unit Checkout – Knowledge Catcher. What happens when we die?</p>
<b>Physical Education</b>	<p><b><u>Autumn 1 – Invasion Games: Netball and Tag-Rugby</u></b></p> <p><b>Invasion Games – Netball:</b></p> <p>1: To choose the appropriate pass for different scenarios.  2: To find space to receive in a game.  3: To use different dodging techniques to outwit a defender and get free.  4: To practice and perform pivoting and quick turns.  5: To get into closer shooting positions.  6: To react and move quickly in isolation and in games</p> <p><b>Invasion Games – Tag-rugby:</b></p> <p>1: To use defensive positions to mark and tag an attacker.  2: To pass a ball accurately and consistently while on the move.  3: To defend as part of a team to deny space to the attacking team.  4: To use a pop pass over short distances to create an explosive run.  5: To move the ball quickly using the 'magic diamond' formation.  6: To use the 3 step and pass rule with some confidence.</p> <p> <b>Year 5 and 6 Invasion Games (Tag-Rugby) Competition.</b></p> <p><b><u>Autumn 2 – Dance and Gymnastics</u></b></p> <p><b>Dance – Unit 1:</b></p> <p>1: What a non-locomotor movement is and using it in our dance.  2: To perform both non-locomotor and locomotor movements together.  3: To create new and exciting group patterns.  4: a simple Line Dance routine.</p>	<p><b><u>Spring 1 – Striking and Fielding: Cricket and Swimming</u></b></p> <p><b>Striking and Fielding – Cricket:</b></p> <p>1: To work with a partner to score runs.  2: To throw accurately over short distances to get batters out.  3: To follow the path of the ball to catch as a wicketkeeper.  4: To overarm bowl with accuracy whilst using a run-up.  5: To play a forward defensive shot.  6: To set a field in a game to limit the runs scored by a batter.</p> <p> <b>Delivered by Chance to Shine.</b></p> <p><b>Swimming:</b></p> <p>1-6: Lessons will follow Swim England's Learn to Swim Framework, Stages 1 to 7.</p> <p> <b>Providers from Elswick Swimming Pool.</b></p> <p><b><u>Spring 2 – Dance and Target Games: Dodgeball</u></b></p> <p><b>Dance – Unit 2:</b></p> <p>1: To communicate the theme of heroes through our dance.  2: To manipulate and develop actions using a range of devices.  3: To create interesting and varied dance actions as a group using levels.  4: To use jumps to bring power and energy to our dance phrase.  5: To show the theme of an attack, performing at a low level.  6: To work effectively with others to improve movement</p>	<p><b><u>Summer 1 – Striking and Fielding: Rounders and Net and Wall Games: Tennis</u></b></p> <p><b>Striking and Fielding – Rounders:</b></p> <p>1: To judge how far you can run based on the distance of a hit.  2: To throw over short distances with power and accuracy to get batters out.  3: To follow the path of the ball to make sure it is fielded consistently.  4: The backwards hit rule and using it tactically as the backstop.  5: To hit the ball into gaps to maximise the chance of scoring.  6: To set a field in a game to limit the scoring of a batter.</p> <p> <b>KS2 Rounders Festival.</b></p> <p><b>Net and Wall Games – Tennis:</b></p> <p>1: To recap and perform a range of different shots with accuracy and control.  2: To move quickly to the ball to perform a volley.  3: To play an overhead shot and know when you might use it.  4: To use different court formations during doubles play.  5: To refine court movement to hit the ball before the second bounce.  6: To perform a diagonal serve to begin a game in competitive situation.</p> <p><b><u>Summer 2 – Athletics and Outdoor Adventurous Activities (OAA)</u></b></p> <p><b>Athletics:</b></p> <p>1: To run for speed &amp; distance on our own and as part of a team.</p>

	<p>5: To create our own 3-step line dance with a partner. 6: To work collaboratively within our group to improve our performance.</p> <p> To perform a Dance to Year 6.</p> <p><b>Gymnastics – Unit 1:</b> 1: The key steps to perform a round-off. 2: To create and perform a partner sequence using symmetry. 3: To create and perform a partner sequence using asymmetry. 4: To perform a counter-balance with a partner. 5: To perform smooth transitions between counterbalances using different levels. 6: To evaluate each other's work and suggest improvements.</p> <p> Record and evaluate performances using the iPads..</p>	<p>quality and performance.</p> <p><b>Target Games - Dodgeball:</b> 1: To quickly pick up a ball from the ground and throw it accurately. 2: To use the snatch catch effectively. 3: To develop smaller dodging movements like the weave and leg lift. 4: To use the block and catch tactic. 5: To use counter-attacking tactics in dodgeball. 6: The hand up rule and using it in a game.</p> <p> Year 5 Dodgeball Competition.</p>	<p>2: Pacing our run over longer distances. 3: Different jumping styles and exploring which ones we can jump further with 4: To use the push-throw technique. 5: To exchange a baton within a restricted area. 6: To design a running, jumping or throwing activity for others using the STEP principle.</p> <p> Sports Day.</p> <p><b>Outdoor Adventurous Activities (OAA):</b> 1: To explore different ways of communicating with a blindfolded partner. 2: To follow a designated route at maximum speed and complete a task safely. 3: To use memory methods to recall different objects whilst navigating. 4: To use clear communication to recreate a shape as a team. 5: To use imagination and creative thinking to create the tallest marshmallow tower. 6: To send and interpret messages using Morse code.</p> <p> Orienteering trip for all (linked to Geography).</p> <p> Throughout the year, different groups of children will take part in West End Trust and School Games competitions.</p> <p> Additional Swimming in Summer 2 for a Target Group.</p>
<p><b>British Sign Language</b></p> <p></p> <p>Our BSL curriculum is under development to meet the needs of our HIARP context.</p>	<p><u><b>Talk about the Day</b></u> 1: Getting up 2: Travelling to school 3: At home 4: Meal times 5: Bath time 6: Talk daily routines</p> <p><u><b>Talk about School</b></u> 1: School subjects 2: Talk about like and dislikes 3: Ask about school subjects 4: School equipment</p>	<p><u><b>Ordering Food</b></u> 1: Breakfast foods 2: Sandwich fillings 3: Fruit 4: Snacks 5: Eating out</p> <p><u><b>Ordering Drinks</b></u> 1: Order drinks 2: Order ice cream 3: Ask about likes and dislikes 4: Take orders 5: Money</p>	<p><u><b>Sports</b></u> 1-4: Assessment 5: Football and Rugby 6: Netball and Basketball</p> <p><u><b>Talk about Sports</b></u> 1: Swimming 2: Athletics, Cricket and Rounders 3: Talk about favourite sport 4: Equipment 5: Study of a deaf role model – Evelyn Glennie.</p> <p> Links to PE.</p>

5: Ask and offer equipment

 Links to PSHE and school routines.

 Links to DT (Cooking and Nutrition) and school dinner time routines.