



St Mary's
Catholic Primary School and Nursery

Year 5 Knowledge and Skills Tracker

Autumn 1 The Only Way is Cheshire	Autumn 2 The Circle of Life	Spring 1 Glorious Greeks	Spring 2 Does it Really Matter?	Summer 1 To Infinity and Beyond	Summer 2 Hakuna Matata Africa: Benin
Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge	Science Knowledge
	<p>*To know that different types of animals have different life cycles, including humans and plants.</p> <p>*To know that living things reproduce.</p> <p>*To know the changes that take place as humans age.</p>		<p>*To know and to use the vocabulary associated with a variety of materials.</p> <p>*To know the properties of different materials.</p> <p>*To know what makes a solution.</p> <p>*To know how to separate mixtures.</p> <p>*To know what makes a fair test.</p> <p>*To know the difference between a reversible and irreversible change.</p>	<p>*To know how the planets move in relation to the Sun</p> <p>*To be able to describe the movement of the Moon relative to the earth.</p> <p>* To Understand the effects of the Earth's rotation</p> <p>*To know the effects of gravity on the Earth</p> <p>*To be able to identify the effects of forces that act between moving surfaces</p>	

Science Skills	Science Skills	Science Skills	Science Skills	Science Skills	Science Skills
	<ul style="list-style-type: none"> *Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird *Describe the life process of reproduction in some plants and animals *Describe the changes as humans develop to old age 		<ul style="list-style-type: none"> * With prompting, plan scientific enquiries, controlling variables where necessary *Take measurements, repeating as necessary *Record data Suggest further comparative or fair tests *Report and present findings from enquiries *With prompting, identify that not all results may be trustworthy *Suggest how evidence can support Conclusions *Compare and group together everyday materials on the basis of their properties *Understand how 	<ul style="list-style-type: none"> *Describe the movement of the planets in the solar system relative to the sun. *Describe the movement of the Moon relative to the earth. *Understand the effects of the Earth's rotation *Explain effects of gravity on the Earth *identify the effects of forces that act between moving surfaces *Recognise that smaller mechanisms allow a smaller force to have a greater effect 	

			<p>solutions are formed and separated</p> <ul style="list-style-type: none"> *Understand how to separate mixtures *Use comparative and fair tests to explain reasons for particular uses of everyday materials *Understand and demonstrate reversible and irreversible changes 		
History Knowledge		History Knowledge			History Knowledge
<ul style="list-style-type: none"> * To know how and when the Fire of Nantwich started * To make connections with the Fire of Nantwich and the Great Fire of London * To know how Crewe has changed in the last 100 years and how it has stayed the same. 		<p>To study Greek life, to learn about their achievements and influences on the Western world by:</p> <ul style="list-style-type: none"> * Learning about Greek warfare and The Battle of Marathon. Learning about the legacy of the marathon and its impact today. * Learning about Ancient and Modern Olympics. Using 			<p>To study Africa: Benin civilization:</p> <ul style="list-style-type: none"> *To find out where the Kingdom of Benin was and what time period. • Recall key facts and terms about the Benin Kingdom (such as definitions of Ogiso, Edo etc.) as well as important dates in history. • Examine and raise questions about key sources of evidence

		<p>secondary sources e.g. vases to form judgements.</p> <ul style="list-style-type: none"> * To learn about Greek Gods and their importance. To use this information to be able to write a Greek myth. * To learn about the Trojan war and study its impact. * To learn about Greek Democracy and how it is similar and different to the democracy in the UK today. 			<p>and artefacts about the significance of the Benin Kingdom.</p> <ul style="list-style-type: none"> • Discuss and know the influence and eventual destruction of the Benin Kingdom by the Portuguese and British from the 15th century • Compare and contrast the oral tradition of African history with the European preference for written records. • Discuss and know the significance of the Benin bronzes and the reactions of the Victorian Europeans that discovered them.
History Skills		History Skills			History Skills
* Enquire and research the history of Crewe and		* Examine artefacts and explain what			*Create historically valid questions

<p>Nantwich (using sources such as newspapers, audio recordings, cinematic film, maps) * Ask questions to find out more about the history of Crewe, including the railway.</p>		<p>they show us about that time in history. * Make links between events and changes; giving reasons for them and explaining the result. * Place events, people and changes into correct periods of time and in chronological order.</p>			<p>about cause and significance *Identify and describe changes within and between different periods in history * Examine artefacts and explain what they show us about that time in history.</p>
<p>Geography Knowledge</p>		<p>Geography Knowledge</p>			<p>Geography Knowledge</p>
<p>*To understand how to read a scale on a map *To locate the world's continents/countries * To be able to use longitude and latitude as a guide to a location on an atlas. * To use the 8 points on a compass. *To make a scale drawing using scales</p>		<p>* To know where Greece is on a map of the World, in relation to where the UK is. * To know that Greece is a country in Europe and that it is mainly surrounded by the sea. *To know the capital city of Greece and to be able to name some of the Seas and</p>			<p>• To know where the Benin Kingdom is on a map of Africa *To Identify and label some of the Countries in Africa on a map *To Locate the Tropics of Cancer, and Capricorn, The Greenwich Meridian Zones and Time zones on a map of the World</p>

based around powers of 10.		islands around Greece.			*To know where the rainforests are in the world and locate them on a map To know features of a rainforest and what it is like to live there
Geography Skills		Geography Skills			Geography Skills
* Read and interpret a map using a scale and describe features studied *Use fieldwork to observe, measure, record and present human and physical features in the local area		*Locate the world's continents/countries			*Explore and explain topical geographical issues over time *Locate the Tropics of Cancer, and Capricorn, The Greenwich Meridian Zones and Time zones
Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge	Art Knowledge
Drawing from perceptive * To know how to create sketches to record observations of the local area (Dane Bank Avenue)	Painting of animals-study of artist Rouseau * To know how to build layers starting with a background.	To paint Greek Vases * To know how to build layers starting with a background.	Still Life observational drawing *To know what still life is. *To be able to name some still life artists.	Sketching – from the book of Hugo Cabret *To understand the importance of zooming in on key	African Art-including Sculpture *To explore natural patterns and recreate them using chosen mediums

<ul style="list-style-type: none"> * To know how to create a perception of distance in a sketch *To know to improve their mastery of art and drawing techniques with pencil, charcoal and pastels * To learn about artist Philip D Hawkins and his train paintings 	<ul style="list-style-type: none"> * To know that paint can be used to create different effects. * To know how to mix certain colours to create desired effects. * To know who Rousseau was and that he was famous for painting animals. 	<ul style="list-style-type: none"> *To know that pens can be used for detailing. * To know that paint can be used to create different effects. * To know how to mix certain colours to create desired effects. 	<ul style="list-style-type: none"> *To use vocabulary associated with still life artwork. *To know what shading, tone and texture are. *To know that still life is arranged to be visually interesting. *To know how to use pastels and charcoal. 	<ul style="list-style-type: none"> features to help tell a story *To sketch using only pencil fine details and mark making to tell part of a story 	<ul style="list-style-type: none"> *To analyse and recreate a painting in the style of Tingatinga *To create a piece of clay artwork inspired by the artwork of Benin
Art Skills	Art Skills	Art Skills	Art Skills	Art Skills	Art Skills
<ul style="list-style-type: none"> * Develop techniques of drawing- perspectives *Control the use of the pencil and experiment with a range of techniques *Replicate drawings of trains in the style of Hawkins *Review and revisit ideas 	<ul style="list-style-type: none"> * Create layers of paint to add detail to background colours. * Create different effects with paint. * Replicate drawings of animals in the style of Rousseau. 	<ul style="list-style-type: none"> *With coloured pencil, can layer colours *Use pens to record minute detail. *Create layers of paint to add detail to background colours. *Create different effects with paint. 	<ul style="list-style-type: none"> *Replicate images by well-known artists *With pencil, can control perception of distance *Use pastel/charcoal with increasing control 	<ul style="list-style-type: none"> *Control the use of the pencil and experiment with a range of techniques *Use a sketchbook to show how ideas have improved 	<ul style="list-style-type: none"> *Replicate images by well-known artists *Add detail to a sculpture *use a sketchbook to show how ideas have improved *Create layers of paint to add detail to background colours.

<p>*Evaluate ice cream tubs in relation to its purpose and audience</p> <p>*Gather information and analyse data in order to make statements based on findings</p>	<p>*To sort food types into different categories.</p>	<p>*Select the appropriate tools to follow a given recipe to make a savoury dish.</p> <p>*Estimate amount of ingredients to an appropriate level of accuracy.</p> <p>*Understand how different foods are produced in different areas of the world.</p> <p>*Understand that some foods are seasonal and give some examples.</p>	<p>*Design products that are innovative and appeal to individuals or groups.</p> <p>*use applique to decorate by gluing or stitching.</p> <p>*Collect feedback from others to find out how to improve a product.</p>	<p>*Collect feedback from others to find out how to improve a product.</p> <p>*Use a computer design program to communicate ideas</p>	<p>*Design products that are innovative and appeal to individuals or groups.</p> <p>*Collect feedback from others to find out how to improve a product.</p>
Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge	Music Knowledge
<p>To start using the scheme Charanga.</p> <p>All the elements below are taught within each unit of work each half term: Listening and appraising, playing games, singing, playing and improvising.</p>					
<p>*To know how to layer sounds.</p> <p>*To know how to make appropriate sounds for a busy city.</p> <p>*To know how to take it in turns and to lead a group.</p>	<p>*To know how to select an instrument to reflect a specific sound.</p> <p>*To recognise Carnival of the Animals by Saint-Saens and to know</p>	<p><u>Listening & Appraising knowledge</u></p> <p>To know five songs from memory and who sang them or wrote them. To know the style of the</p>	<p><u>Singing knowledge</u></p> <p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p>	<p><u>Playing knowledge</u></p> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Different ways of writing music down – e.g. staff notation, symbols 	<p><u>Improvising knowledge</u></p> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot

	<p>that he was a famous French composer.</p> <p>*To know the animal that each movement is meant to reflect.</p> <p>*To be able to identify specific musical instruments used.</p> <p>*To know the names of the animals in French.</p>	<p>five songs. To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style) ● The lyrics: what the song is about ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch) ● Identify the main sections of the song (introduction, verse, chorus etc.) ● Name some of the instruments they heard in the song <p><u>In the games/warm ups knowledge:</u></p>	<ul style="list-style-type: none"> ● To choose a song and be able to talk about: <ul style="list-style-type: none"> ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> ● The notes C, D, E, F, G, A, B + C on the treble stave <ul style="list-style-type: none"> ● The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. <ul style="list-style-type: none"> ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians
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		<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to 			
Music Skills	Music Skills	Music Skills	Music Skills	Music Skills	Music Skills
Music Skills taken from Classroom Monitor					
<p>*To Compose a soundscape (busy road/city)</p> <p>*Layer sounds to create effects</p> <p>*Lead a group in a performance.</p>	<p>*Compose melodic and rhythmic phrases.</p> <p>* Reflect on own composition's dynamics, tempo and timbre.</p> <p>Begin to explore reasons for</p>	<p>*Begin to explore reasons for composers' tempo choices.</p> <p>*Pick out details within a piece and recall these details from memory.</p> <p>*Compare pieces thinking about</p>	<p>*Sing expressively combining dynamics, tempo and pitch.</p> <p>*Take part in three-part harmonies and descants.</p>	<p>*Layer sounds to create effects.</p> <p>*Compose melodic and rhythmic phrases.</p> <p>Starting to interpret musical notation</p> <p>*Evaluate others' work thinking about texture, structure,</p>	<p>*Perform own compositions from memory.</p>

	<p>composers' tempo choices.</p> <p>*Evaluate others' work thinking about texture, structure, timbre and dynamics.</p> <p>* Sing expressively combining dynamics, tempo and pitch.</p> <p>* Perform own compositions from memory.</p> <p>* Perform own rhythmic and melodic patterns on an instrument</p>	<p>texture, structure, timbre and dynamics.</p> <p>*Explain how the music of the past reflected the society of the time.</p>		<p>timbre and dynamics.</p> <p>*Perform own compositions from memory.</p> <p>*Perform own rhythmic and melodic patterns on an instrument</p> <p>* Lead a group in a performance.</p>	
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Music Skills taken from Charanga

		<p>*Listening & Appraising skills:</p> <p>To confidently identify and move to the pulse.</p> <ul style="list-style-type: none"> ● To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). 	<p><u>Singing skills:</u></p> <p>To sing in unison and to sing backing vocals.</p> <ul style="list-style-type: none"> ● To enjoy exploring singing solo. To listen to the group when singing. ● To demonstrate a good singing posture. ● To follow a leader when singing. 	<p><u>Playing</u></p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <ul style="list-style-type: none"> ● Select and learn an instrumental part that matches their musical challenge, using one of the 	<p><u>Improvisations</u></p> <p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p>
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		<ul style="list-style-type: none"> • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. <p><u>During the games:</u> Bronze Challenge</p> <ul style="list-style-type: none"> ○ Find the pulse ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns 	<ul style="list-style-type: none"> • To experience rapping and solo singing. • To listen to each other and be aware of how you fit into the group. • To sing with awareness of being 'in tune'. 	differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. <ul style="list-style-type: none"> • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader. • To lead a rehearsal session. 	<ol style="list-style-type: none"> 1. Play and Copy Back 2. ○ Bronze – Copy back using instruments. Use one note. 3. ○ Silver – Copy back using instruments. Use the two notes. 4. ○ Gold – Copy back using instruments. Use the three notes
Computing Knowledge	Computing Knowledge	Computing Knowledge	Computing Knowledge	Computing Knowledge	Computing Knowledge
Purple Mash Unit 5.3 Spreadsheets	Purple mash unit 5.1 Coding	Purple Mash Unit 5.4 Databases	Purple Mash Unit 5.2 Online safety	Purple Mash Unit 5.6 3D Modelling	Purple Mash Unit 5.7 Concept Maps

			Purple Mash Unit 5.5 Game Creator		
<p>*To know how to use a spreadsheet.</p> <p>*To know how to input and manipulate data into a spreadsheet.</p> <p>*To know how to use text variables to perform calculations.</p>	<p>*To understand the vocabulary associated with coding, e.g. algorithm, action, command, variable, etc.</p> <p>* To know how to create an algorithm to produce a desired outcome.</p> <ul style="list-style-type: none"> • To know how to use a sketch or storyboard to represent a program design and algorithm. • To know how to use the design to create a program 	<p>*To know how to search for information on a database</p> <p>*To know how to contribute to a class database.</p> <p>*To know how to create a database around a chosen topic.</p>	<p>*To gain a greater understanding of the impact that sharing digital content can have.</p> <p>*To know how to review sources of support when using technology.</p> <p>*To know their responsibility to one another in their online behaviour</p> <p>*To know what Childnet SMART CREW is.</p> <p>*To know how to maintain secure passwords.</p> <p>* To understand the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this.</p>	<p>*To know what the 2Design and Make tool is for.</p> <p>*To know how to explore the effect of moving points when designing.</p> <p>*To understand designing for a purpose.</p> <p>*To understand printing and making.</p>	<p>*To understand the need for visual representation when generating and discussing complex ideas.</p> <p>*To understand and use the correct vocabulary when creating a concept map.</p> <p>*To know how to create a concept map</p> <p>*To understand how a concept map can be used to retell stories and information.</p> <p>*To know how to create a collaborative concept map and present this to an audience.</p>

			<ul style="list-style-type: none"> * To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. * To know how to search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information *To know how to create and evaluate a game. 		
Computing Skills	Computing Skills	Computing Skills	Computing Skills	Computing Skills	Computing Skills
Skills taken from Classroom Monitor					
<ul style="list-style-type: none"> •Combine a variety of software to accomplish given goals on a range of digital devices. •Design and create systems that accomplish given goals 	<ul style="list-style-type: none"> • Work with variables. • Solve problems in writing programs by decomposing them into smaller parts Use selection and repetition in programs 	<ul style="list-style-type: none"> *Combine a variety of software to accomplish given goals on a range of digital devices *Appreciate how search results are ranked 	<ul style="list-style-type: none"> *Understand the importance of using technology safely, respectfully and responsibly *Identify a range of ways to report concerns about content and contact 	<ul style="list-style-type: none"> *Design and create systems that accomplish given goals *Combine a variety of software to accomplish given goals on a range of digital devices 	<ul style="list-style-type: none"> *Design and create systems that accomplish given goals *Combine a variety of software to accomplish given goals on a range of digital devices

<ul style="list-style-type: none"> • Analyse and evaluate information and data 	<ul style="list-style-type: none"> • Simulate physical systems • Explain how some simple algorithms work and detect and correct errors in them. • Design and create systems that accomplish given goals 		<ul style="list-style-type: none"> *Solve problems in writing programs by decomposing them into smaller parts 		<ul style="list-style-type: none"> *Solve problems in writing programs by decomposing them into smaller parts
<p>Skills from Purple mash:</p> <ul style="list-style-type: none"> *To create a formula in a spreadsheet to convert m to cm *To use a spreadsheet to work out which letters appear most often. *To use a spreadsheet to work out the area and perimeter of rectangles. *To use a spreadsheet to model a real-life 	<p>Skills from Purple mash:</p> <ul style="list-style-type: none"> To use sketching to design a program and reflect upon their design. To explain how their program simulates a physical system. To explain what a variable is in programming To create a game which has a timer and score pad. 	<p>Skills from Purple mash:</p> <ul style="list-style-type: none"> To understand the different ways to search a database. To be able to search a database in order to answer questions correctly. To design an avatar for a class database. To successfully enter information into a class database. To create their own database on a chosen topic. 	<p>Skills from Purple mash:</p> <ul style="list-style-type: none"> To know what Childnet SMART CREW is and have thought critically about the information that they share online both about themselves and others. *To know who to tell if they are upset by something that happens online. *To use the SMART rules as a source of guidance when online. 	<p>Skills from Purple mash:</p> <ul style="list-style-type: none"> *To know what the 2Design and Make tool is for. *To have explored the different viewpoints in 2Design and Make whilst designing a building. *To have adapted one of the vehicle models by moving the points to alter the shape of the 	<p>Skills from Purple mash:</p> <ul style="list-style-type: none"> *To be able to make connections between thoughts and ideas. *To see the importance of recording concept maps visually *To understand what is meant by 'concept maps', 'stage', 'nodes' and 'connections'. *To create a basic concept map.

<p>situation and come up with solutions that can be practically applied</p>	<p>To use variables to control the objects in the game.</p>	<p>To add records to their database.</p>	<p>think critically about what they share online, even when asked by a usually reliable person to share something</p> <ul style="list-style-type: none"> *To have clear ideas about good passwords. *To see how they can use images and digital technology to create effects not possible without technology. <p>To experience how image manipulation could be used to upset them or others even using simple, freely available tools and little specialist knowledge.</p> <ul style="list-style-type: none"> *To review and analyse a computer game. *To describe some of the elements that make a successful game. *To begin the process of designing their own game 	<p>vehicle while still maintaining its form.</p> <ul style="list-style-type: none"> *To have explored how to edit the polygon 3D models to design a 3D model *To have refined one of their designs to prepare it for printing. *To have printed their design as a 2D net and then created a 3D model. *To have explored the possibilities of 3D printing model for a purpose 	<ul style="list-style-type: none"> * To use 2Connect Story Mode to create an informative text.
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PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge	PE Knowledge
<p>*To know the rules for playing a game of hockey.</p> <p>*To know that dance comes in various styles</p>	<p>*To know how to follow a set of instructions to lead them to a given goal.</p> <p>*To know how to communicate effectively.</p> <p>*To know how to sequence a routine in gymnastics.</p>	<p>*To know the rules for playing tag rugby.</p> <p>*To know the rules for playing seated volleyball.</p>	<p>*To know that dance comes in various styles.</p> <p>*To know the rules for playing netball.</p>	<p>*To know the rules for playing a game of rounders</p>	<p>*To know how to throw a javelin correctly</p> <p>*To know how to run more effectively and efficiently</p> <p>*To know how to jump correctly from one foot to same foot to two feet</p> <p>*To know the rules for playing a game of cricket</p>
PE Skills	PE Skills	PE Skills	PE Skills	PE Skills	PE Skills
<p><u>Hockey</u></p> <ul style="list-style-type: none"> •In a game, select the most appropriate person to pass to and the style of pass to use. •Hit a ball into space to help increase score within a game. •Dribble a ball in different directions and avoid obstacles. •Help other members of team to 	<p><u>Orienteering</u></p> <ul style="list-style-type: none"> • Plan a simple orienteering trial for others to complete • Read a wide variety of map symbols and use a compass when following a given route. Plan ideas of how to solve a problem before attempting it. • Decide if verbal or non-verbal communication is 	<p><u>Tag rugby</u></p> <ul style="list-style-type: none"> *Choose the most appropriate throw to use within a game. *Call out for a catch in a game showing they know they are in the best place. *In a game, select the most appropriate person to pass to and the style of pass to use *Help other members of team to 	<p><u>Netball</u></p> <p>Choose the most appropriate throw to use within a game.</p> <ul style="list-style-type: none"> *Call out for a catch in a game showing they know they are in the best place. *In a game, select the most appropriate person to pass to and the style of pass to use *Help other members of team to find space within a team game. 	<p><u>Rounders</u></p> <ul style="list-style-type: none"> •Hit a ball into space to help increase score within a game. •Help other members of team to find space within a team game. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> *use a body shape to decrease air resistance when running *Use the correct action to throw a javelin with a run up *Jump one foot to same foot to two feet <p><u>Cricket</u></p>

<p>find space within a team game.</p> <ul style="list-style-type: none"> •Use a range of attacking and defending skills when playing a team game. •Perform dance actions with control and expression. •Choose own dance steps and movements and then develop them into a routine. •Choreograph short routines to portray a particular mood or style. 	<p>the most effective choice when solving problems.</p> <p>Take the lead within a group challenge and give clear instructions to others.</p> <ul style="list-style-type: none"> • Evaluate own and the team's performance and suggest improvements. <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Perform actions in and out of rolls. • Lead others in a stretching routine to prepare for gymnastics. Perform a range of balances with a high level of control and accuracy. • Hold different positions when balancing and use different shapes to express a given theme/mood. Create 	<p>find space within a team game.</p> <p>*Use a range of attacking and defending skills when playing a team game.</p>	<p>*Use a range of attacking and defending skills when playing a team game</p> <p><u>Dance</u></p> <p>*Perform dance actions with control and expression.</p> <ul style="list-style-type: none"> •Choose own dance steps and movements and then develop them into a routine. •Choreograph short routines to portray a particular mood or style. 		<ul style="list-style-type: none"> •Hit a ball into space to help increase score within a game. •Help other members of team to find space within a team game. <p>*Call out for a catch in a game showing they know they are in the best place.</p>
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	<p>sequences that have changes of speed and level.</p> <ul style="list-style-type: none"> • Select the most appropriate ways to travel from one balance to another. 				
END POINTS	END POINTS	END POINTS	END POINTS	END POINTS	END POINTS
<p>Children will have a greater understanding and appreciation of their local area and their connection to it.</p>	<p>Children will have a greater understanding about themselves as humans, as well as how animals also fit into our lives and ecosystems.</p>	<p>Children will have a greater appreciation of how our society and democracy was formed through making links with the Ancient Greeks.</p>	<p>Children will have a greater understanding about the importance of materials used all around us and how they shape our lives.</p>	<p>Children will have a greater understanding about our planet Earth and Space. They will have a greater empathy with our planet.</p>	<p>Children will have a greater understanding about the wider world and Ancient civilisations and will be able to make connections with what they have learnt about Africa</p>