



Walk Like an Egyptian Year 4/5 Year A Summer



Theme Ancient Egypt

Science

Key Question - What happens when we eat?
Key Question -
Do all mammals develop in the same way?

Geography

What is the same and what is different about Italy and the UK?

History

Ancient Egypt
What was the lasting impact of the Egyptian Dynasty?

RE

Commitment – Sikhism
Understanding Christianity - God

DT

Torches
How bright can we shine?

Computing

Project Evolve:
Health, wellbeing and lifestyle
Teach Computing: Programming A
Repetition in Shapes (4.3)
Teach Computing: Creating Media
Video Production (5.2)

PSHE

Twinkl
Growing Up
It's my Body

Art

Clay – Canopic Jars

PE

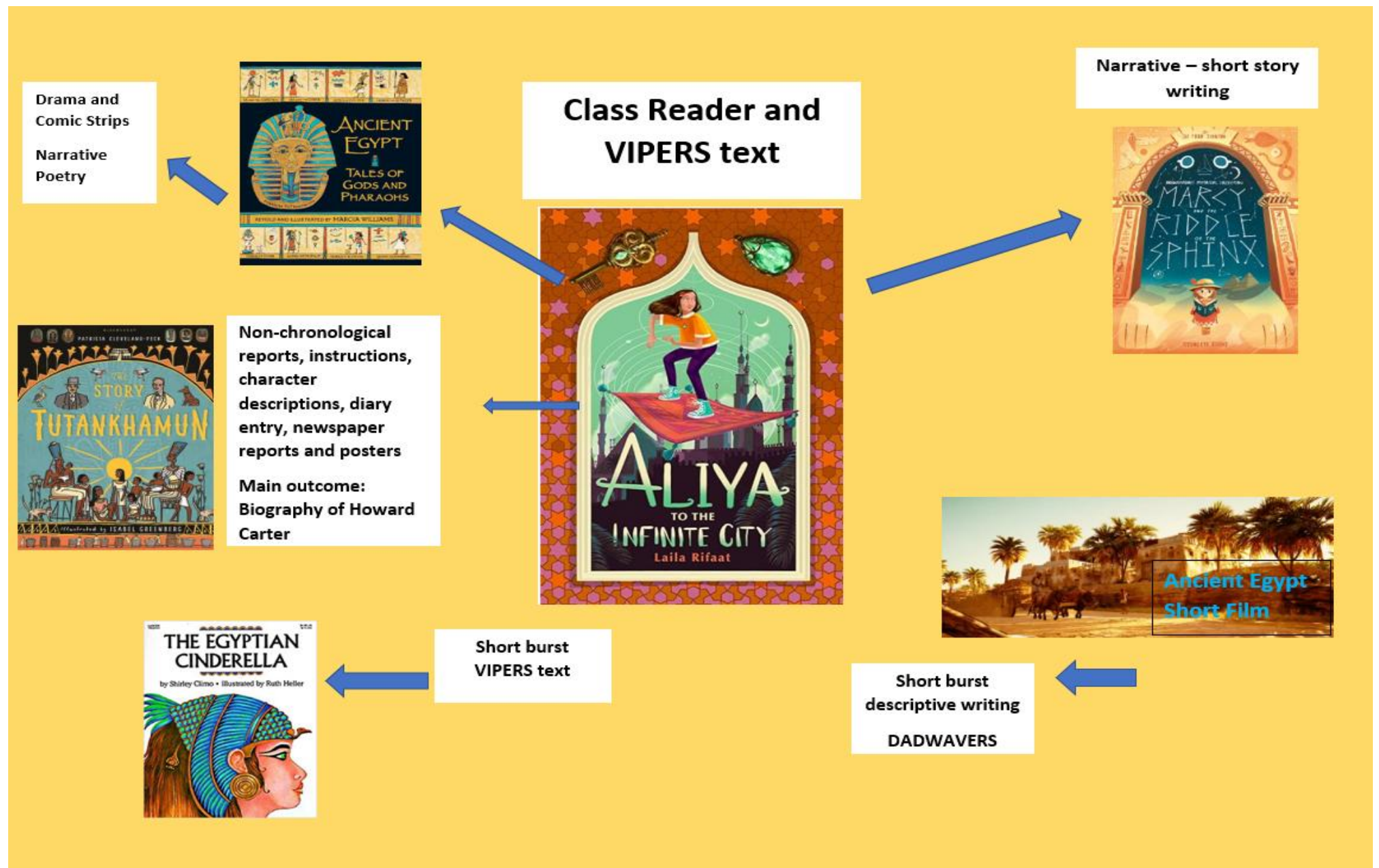
Handball/Lacrosse – external coach
Swimming Y5 only
Rounders/Athletics

Music

Charanga
How does music connect us with the environment? (y4)

French

Au salon de thé
Core Vocabulary: Months of the year (1 lesson)
Cultural Lesson: Bastille Day



Science

Animals including humans - Why do our body parts function in different ways?		Term: Summer 5-6		Year A 2025-2026		
Do all mammals develop in the same way?						
Foundations of previous learning: Year 1 Animals including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense		Year 2 Animals including humans Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		Year 3 Animals, including humans Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Can identify that humans and some other animals have skeletons and muscles for support, protection and movement.		
Unit Learning						
NC Objective - Coverage		Skills		Knowledge		
Animals, including humans I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey. I can describe the changes as humans develop to old age.		Y4 Ask relevant questions & using different types of scientific enquiries to answer them. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts & tables. To identify differences, similarities or changes related to simple scientific ideas & processes. Y5 To report & present enquiry findings, including conclusions, causal relationships & explanations of & degree of trust in results in oral & written forms		Y4 To describe functions of human digestive system To identify different types of human teeth & their functions To construct & interpret a variety of food chains, identifying producers, predators & prey Y5 To describe changes as humans develop to old age		
		Assessment of Skills		Assessment of Knowledge		
		Y4 I can ask relevant questions and record my findings using simple scientific language. Y5 I can report and present enquiry findings, including conclusions in oral and written forms.		Y4 I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey. Y5 I can describe the changes as humans develop to old age.		
				teeth incisor canine molar pre-molar acid bacteria plaque enamel	digestion mouth gullet oesophagus stomach small intestine large intestine anus liver pancreas	food chain producer consumer predator prey carnivores herbivores omnivores

Geography

Locational and Place Knowledge - What is the same and what is different about Italy and the UK?		Term: Summer 6	Year A 2025-2026
<p>Foundations of previous learning: KS1 – Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding areas. Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. Name and locate the world’s seven continents and five oceans. LKS2 Name and locate counties and cities of the UK. Locate world’s continents / countries Locate the equator, Northern and Southern hemisphere and the Arctic and Antarctic circles.</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region in a European country. locate the world’s countries, using maps to focus on Europe whilst concentrating on environmental regions, key physical and human characteristics, countries, and major cities. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs”, and “use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Collect, analyse evidence and draw conclusions Describe and compare climates Ask geographical questions – how has a place changed? / How is changing? / How may it continue to change? 	<p>To understand Europe as a continent. To know how the Mediterranean has an impact on its countries. To know how Italy is divided up into regions and their names. To know what is traditionally associated with Bologna and what makes it a special city.</p>	<p>Europe Mediterranean Climate Topography Political map Relief map Tectonic Mediterranean/ Sea Straits of Gibraltar Suez Canal Circulation current Balkans economy culture environment region Emilia Romagna Bologna Apennine Mountains</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>To be able to use maps, atlases and digital mapping to locate countries in the Mediterranean. To research, collect and communicate information about contrasting countries Italy and the UK To describe the climates of Italy and the UK and make comparisons. Using research, we will ask how both countries have changed over the time of mapping history – both physically and in human geography terms.</p>	<p>Is Europe a true continent? What effect does the Mediterranean have on the countries surrounding it? How is Italy divided up, and what are the names of its regions? What do we traditionally associate with Bologna? Why is it special?</p>	

History

Ancient Egypt - What was the lasting impact of the Egyptian Dynasty?		Term: Summer 5-6	Year A 2025-2026
<p>Foundations of previous learning:</p> <p>KS1 Develop an awareness of the past</p> <ul style="list-style-type: none"> • Use common words and phrases relating to the passing of time • Know where the people and events fit within a chronological framework • Identify similarities and differences between ways of life in different periods • Use a wide vocabulary of everyday historical terms • Ask and answer questions • Choose and use parts of stories and other sources to show understanding of key features of events <p>KS2 coverage below (Working towards these throughout Y4 and Y5)</p>			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Develop a chronologically secure knowledge and understanding of British, local and world history</p> <p>Establishing clear narratives within and across the periods they study</p> <p>Note connections, contrasts and trends over time</p> <p>Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of : The Shang Dynasty of Ancient China.</p>	<p>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</p>	<p>To continue to develop a chronologically secure knowledge and understanding of British, local and world history.</p> <p>To note connections, contrasts and trends over time.</p> <p>To develop the appropriate use of historical terms</p>	<p>Afterlife, Akhet, Amulet, Amun Ankh Book of the Dead, Canopic jars, Delta, Dynasty, Egyptologist, Eye of Horus, Giza, Hatshepsut, Hieroglyphics, Imhotep, Lower Egypt, Memphis, Mummy, Nefertiti, Nile, Obelisk, Osiris, Papyrus, Pharaoh, Pyramid</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Responses throughout unit will contain relevant historical information.</p>	<p>Use of historical terms throughout tasks.</p> <p>Timeline of events.</p> <p>Events compared and contrasted with other periods in history.</p>	

RE

What is the best way for a Sikh to show commitment to God?	Term: Summer 5	Year A 2025-2026	
<p>Foundations of previous learning: Sikhism</p> <p>How far would a Sikh go for his/her religion?</p> <p>Are Sikh stories important today?</p>			
Unit Learning			
RE Theme and Values	Skills	Knowledge	Vocabulary
<p>Theme – Prayer & Worship</p> <p>Mutual respect for and Tolerance for those with different faiths and beliefs; and those without faith.</p> <p>The Rule of Law</p> <p>Vision & Leadership</p> <p>Wisdom, Knowledge and Skills</p> <p>Courageous Advocacy, Hope and Aspiration</p> <p>Community and Living Well Together</p> <p>Dignity and Respect</p> <p>All school values</p>	<p>Engagement Interpretation Empathy</p> <p>Investigation Investigation Application</p> <p>Evaluation Discernment Analysis</p> <p>Expression Expression Reflection</p> <p>Synthesis</p>	<p>We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p>	<p>commitment</p> <p>Sikh</p> <p>Sikhism</p> <p>Gurdwara</p> <p>5Ks (kangha - comb, kirpan - sword, kara - bracelet, kachera - shorts, kesh - uncut hair).</p> <p>Guru Granth Sahib</p> <p>Langar</p> <p>Guru(s)</p> <p>commitment</p>
	<p style="text-align: center;">Assessment of Skills</p> <p>By using our skills, explain how far a Sikh would go for his/her religion.</p>	<p style="text-align: center;">Assessment of Knowledge</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p>	

RE

Understanding Christianity - God What does it for mean (for Christians) if God is holy and loving?		Term: Summer 6	Year A 2025-2026
Foundations of previous learning: UC Incarnation - What is the Trinity? UC Salvation Why do Christians call the day Jesus died 'Good Friday'? UC Creation/Fall? What do Christians learn from the Creation story? UC People of God - What is it like for Christians to follow God? UC Salvation - What do Christians believe (What did) Jesus did to save human beings?			
Unit Learning			
RE Theme and Values	Skills	Knowledge	Vocabulary
Theme - God Mutual respect for and Tolerance for those with different faiths and beliefs; and those without faith. The Rule of Law Individual Liberty Vision & Leadership Wisdom, Knowledge and Skills Courageous Advocacy, Hope and Aspiration Community and Living Well Together Dignity and Respect All school values	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms. Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. Show how Christians put their beliefs into practice in worship. Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	To know that Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. To know that Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace. To know that Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching. To know that Christians believe getting to know God is like getting to know a person rather than learning information	Christians Christianity omnipotent omniscient holy architecture cathedral worship choir congregation spiritual forgiveness commandments guidelines Humanist
	Assessment of Skills	Assessment of Knowledge	
	Using the research and understanding, connect what they have learnt about Christians' beliefs about God and how these biblical teachings might have an impact today.	What would our guidelines for living be? Create our own set of rules along the lines of the 10 Commandments.	

Computing

Project Evolve - Health, Wellbeing & Lifestyle		Term: Summer 5	Year A 2025-2026
Foundations of previous learning: Y4 Self-Image and Identity Y4 Online Relationships			
Unit Learning			
NC Objective - Coverage	Knowledge		Vocabulary
To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report about content and contact.	I can explain how using technology can be a distraction from other things, in both a positive and negative way.		technology strategy positive/negative distraction limit self-management external influence
	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.		
	Assessment of Knowledge		
	I can explain how using technology can be a distraction from other things, in both a positive and negative way.		
	I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.		

Computing

Computer Science: Programming A – Repetition in shapes – using LOGO	Term: Summer 5	Year A 2025-2026	
Foundations of previous learning: Computer Science - We are Games Testers (Y2) Programming We are bug fixers (Y3) Key Question: How can we fix coding errors?			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> ● Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ● Use sequence, selection, and repetition in programs; work with variables and various forms of input and output ● Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs ● Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	Y4 - To draw/rotate/enlarge and flip their sprite/background To create basic/regular shapes To 'debug' (recognise errors) and modify instructions within a script To predict outcome of a sequence Y5 To create irregular shapes using the 'pen' tool To 'debug' (recognise errors) within a script To predict the effect of changing a variable To understand the purpose of using a 'Control' and relate this to everyday electronics	To gain an understanding of LOGO and use it to programme repetition of shapes.	program turtle commands code snippet algorithm design debug pattern, repeat, repetition, count-controlled loop, algorithm, value trace
	Assessment of Skills	Assessment of Knowledge	
	Children demonstrate their ability to: To draw/rotate/enlarge and flip their sprite/background To create basic/regular/irregular shapes To 'debug' (recognise errors) and modify instructions within a script To predict outcome of a sequence. To predict the effect of changing a variable To understand the purpose of using a 'Control' and relate this to everyday electronics	Children can use LOGO to achieve set goal.	

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Computer Science:		Term: Summer 6	Year A 2025-2026
Foundations of previous learning: Computer Science - We are Games Testers (Y2) Programming We are bug fixers (Y3) Key Question: How can we fix coding errors?			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information	To use a digital device to record video To capture video using a range of techniques To create a storyboard To identify that video can be improved through reshooting and editing	To explain what makes a video effective I can explain that video is a visual media format. I know what to do if I see any content online that makes me feel uncomfortable To consider the impact of the choices.	digital device pan, tilt, zoom storyboard edit split, trim, crop scene
	Assessment of Skills	Assessment of Knowledge	
	Show sequence and progression with a clear beginning, middle, and end Use appropriate filming techniques and capture the scenes from the storyboard Captured audio is clear Edit the video to join scenes, matching the storyboard	Explain the key requirements of the task Evaluate how successful they were in meeting the task requirements	

DT

Torches (links to Electricity) – How bright can we shine?		Term: Summer 6	Year A 2025-2026
Foundations of previous learning: Product design and making Electricity Term 2			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes and computer-aided design - select from and use a wider range of tools and equipment to perform practical tasks - select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] 	Designing Making Evaluating Technical Knowledge	To know how simple electrical circuits and components can be used to create functional products To know how more complex electrical circuits and components can be used to create functional products	annotated diagram appearance components list design design process disassembly enlarged view equipment evaluation exploded drawing function investigation model(ling) modify prototype specification system battery snaps bulb holder circuit resistor slide switch crocodile clip
	Assessment of Skills	Assessment of Knowledge	
	To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Y4 Can include a simple electrical circuit in their product that produces one outcome, e.g. light or sound. Y5/6 Can include an electrical circuit that produces more than one outcome, e.g. light and sound.	

Art

Artist Study: Ancient Egyptian Art – clay.		Term: Summer 6	Year A 2025-2026
Foundations of previous learning: Y1/2 Pinch pots Y3/4 Coil pots			
Unit Learning			
NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>KS2 Art and Design National Curriculum Pupils should be taught to develop their techniques with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>To create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>To become proficient in sculpting techniques.</p> <p>To improve their mastery of art and design techniques, including sculpting with a range of materials.</p> <p>To become proficient in painting techniques</p> <p>To improve their mastery of art and design techniques, including painting with a range of materials.</p>	<p>To experiment with joining and construction, asking and answering questions such as, ‘How can it go higher?’</p> <p>To understand more about decorating sculptures and adding expression through texture.</p> <p>To use a variety of tools to support the learning of techniques and to add detail.</p> <p>To mix colours effectively using the correct language, e.g. tint, shade, primary and secondary;</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand:</p>	<p>To review and revisit ideas in their sketchbooks;</p> <p>To know the technical vocabulary in order to offer feedback;</p> <p>To know how to think critically about their art and design work;</p>	sculpture sculpting slip form, structure, texture, shape, mark, soft, join, blend, mix, line, tone, shape, colour, foreground, middle ground, background, abstract, emotion, warm
	Assessment of Skills	Assessment of Knowledge	
	<p>Y4 Can make a 3D sculpture using clay or a range of materials, e.g. Modroc, papier mache.</p> <p>Y5 Can add detail to a clay sculpture using clay tools or to a 3D sculpture using different materials.</p> <p>Y4 Can mix different thicknesses of paint for different purposes e.g. thin for a wash and increasing in thickness to show images at in the background and foreground.</p> <p>Y5 Can create layers of paint to add detail to background colours</p>	<p>Can review and reflect on own ideas.</p> <p>Can use technical vocabulary in their work.</p> <p>Can think critically about their own work.</p>	

Music

Term: Summer 5 - 6

Year A 2025-2026

Foundations of previous learning:

Charanga Music Scheme

Unit Learning

NC Objective - Coverage	Skills & Knowledge	Vocabulary
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. 	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure)</p> <p>To use and understand staff and other musical notations</p> <p>To develop an understanding of the history of music</p> <hr/> <p style="text-align: center;">Assessment of Skills & Knowledge</p> <p>I can play and perform in solo and ensemble contexts, using my voice and play musical instruments with increasing accuracy, fluency, control and expression</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture, structure)</p> <p>I can use and understand staff and other musical notations</p> <p>I am developing an understanding of the history of music</p>	<p>C major</p> <p>Minims, dotted crotchets, crotchets and quavers</p>

PSHE

It's My Body	Term: Summer 5	Year A 2025-2026
<p>Foundations of previous learning: Y1 - I can tell you why I appreciate someone who is special to me and express how I feel about them Y2 - I can identify some of the things that cause conflict between me and my friends, I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends Y3 – I can identify things , people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help, I can express how being anxious or scared feels</p>		
Unit Learning		
Themes	Knowledge	Vocabulary
<p>My Body, My Choice Fit as a Fiddle Good Night, Good Day Cough, Splutter, Sneeze! Drugs: Healing or Harmful? Choices Everywhere</p> <p>This unit, entitled It's My Body, explores the choices children can make about looking after their bodies. The lessons look at making safer choices about their bodies, sleep and exercise, diet, cleanliness and substances. Children will learn facts about each of these areas and learn strategies on how to manage them. The message of choice and consent runs through the unit and children are encouraged to get help from trusted adults when necessary.</p>	<ul style="list-style-type: none"> • understand the importance of sleep, exercise and healthy eating. • discuss what happens to muscles when we exercise them. • understand they can choose what happens to their body and know when a 'secret' should be shared. • explain that too much sugar is bad for health. • know the difference between medicine and harmful drugs and chemicals. • explain how germs travel and spread disease. • identify ways to protect their bodies from ill health. <p style="text-align: center;">Assessment of Knowledge</p> <p>I can choose what happens to my body and I can get help with any concerns. I know how to keep my body healthy. I know why it is important to get enough sleep. I understand the importance of hygiene and what to do if I feel unwell. I know how to take medicine safely and keep safe around drugs. I know how to make better choices and choose healthy habits.</p>	<p>choice consent touch uncomfortable sleep deprivation bedtime routine sleep hygiene germs drugs medication addiction</p>

French

Le Salon de thé		Term: Summer 5	Year A 2025-2026	
Foundations of previous learning: Numbers 1-20-50 The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lessons 1 and 2. Vocabulary from the Early Learning units and the Intermediate unit Je me présente. What a noun and article/determiner is in English. What making a noun 'plural' means. How to say 'hello,' 'goodbye,' 'please' and 'thank you' in French				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Pupils should be taught to: •listen attentively to spoken language and show understanding by joining in and responding; •engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; •speak in sentences, using familiar vocabulary, phrases and basic language structures; •present ideas and information orally to a range of audiences; •broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary; •understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms apply these, for instance, to build sentences.	To work on memory, recall and retention skills using images but widening the range of language learning strategies available (such as identifying cognates) to support remembering and recalling new language. To improve oral work by learning to ask more questions in French and creating more personalised responses.	To recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. To understand better how to make nouns plural in French. To improve our knowledge of French currency.	un croissant a croissant une crêpe a crepe un pain au chocolat a pain au chocolat une salade a salad un sandwich au jambon a ham sandwich une omelette an omelette un sandwich au fromage a cheese sandwich une tartelette a small tart un croque-monsieur a ham and cheese toastie une limonade a lemonade un café a coffee une grenadine a grenadine un café au lait a coffee with milk	
	Assessment of Skills	Assessment of Knowledge		
	To recall from memory a wider range of nouns and indefinite articles/determiners.	To recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. I understand better how to make nouns plural in French. I have improved our knowledge of French currency. Order in French what we would like to eat and drink in a role-play.	Bonjour ! Hello! un thé a tea Au revoir ! Goodbye! un jus d'orange an orange juice Vous désirez ? What would you like? un coca-cola a coca-cola Je voudrais... I would like... un chocolat chaud a hot chocolate merci thank you une part de gâteau au chocolat a slice of chocolate cake s'il vous plaît please une part de quiche a slice of quiche et and une brioche a brioche l'addition the bill	

PE

Lacrosse/Handball – both provided by external coaches Swimming for Year 5		Term: Summer 5	Year A 2025-2026
Foundations of previous learning:			
Unit Learning			
NC Objective - Coverage	Skills to be assessed	Games Vocabulary	
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>To know and use a range of skills that allow them to keep hold of the ball, before passing to a member of their team.</p> <p>To travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>To perform an advancing range of skills with accuracy and control, repeatedly in a range of situations.</p> <p>To use a range of different skills with increasing control and skill</p> <p>To link tactics and skills together with increased precision.</p> <p>To choose where they should position themselves to be a defender and an attacker.</p> <p>To choose the best skills to use to play the different sides within a game, knowing the skills that they should use to be successful.</p> <p>To observe others carefully, in relation to the success criteria, begin to modify and change in response to what they see.</p> <p>To be confident to analyse and comment on what they see.</p>	<p>Keep possession</p> <p>Scoring goals</p> <p>Keeping score</p> <p>Making space</p> <p>Pass/send/receive</p> <p>Travel with a ball</p> <p>Make use of space</p> <p>Points/goals Rules Tactics</p> <p>Defending Hitting Passing</p> <p>Dribbling Shooting Support</p> <p>Marking Attackers/defenders</p> <p>Team play</p>	

PE

Rounders/Athletics	Term: Summer 6	Year A 2025-2026
Foundations of previous learning: Athletics Y1/2/3/4		
Unit Learning		
NC Objective - Coverage	Skills to be assessed	Athletics Vocabulary
<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<p>As previous page for Lacrosse</p> <p>Athletics</p> <p>To increase the distance when they are running, organizing and preparing themselves, take different roles within a running sequence.</p> <p>To adapt and respond to changes in the environment to allow them to complete the task.</p> <p>To choose with throw, running pace or action to complete to allow them to reduce their times/ increase distance within areas of athletics.</p> <p>From observation of others, begin to describe constructively how to refine improve and modify performance.</p> <p>To refine own performance in response to comments of others' and self-analysis.</p>	<p>Sling Pull Distance Sprint Steady pace Accuracy Height Record Joints Rhythm Leading leg Measure Underarm Overarm Heart beat Pulse rate Jogging Walk Hurdles Landing Control Preferred Landing foot Time Stamina Obstacles Stance Diagonal Approach Speed Relay</p>