



St. Ambrose Barlow Catholic Primary School, 841 Shirley Road, Hall Green, Birmingham, B28 9JJ

Dear Parents,

Year 5 Curriculum Overview

For further information, follow this link:

<https://www.gov.uk/government/collections/national-curriculum>

We are a Rights Respecting School. Whenever and wherever possible, cross-curricular links will be made to the Global Goals and the UNICEF convention in teaching and learning. Our faith is also at the forefront of our learning and we embody this in everything we do.

Autumn Term

Religious Education:

Creation

This unit outlines some key beliefs about the creation of human beings and the creation of the world. It introduces the children to the story of creation as a way of explaining that God is creator, rather than a re-telling of the order of the created world. It will help teachers to reflect with the children on their God given talents and living their lives in response to the teaching of Christ.

Baptism

The unit explores the role of John the Baptist in the Baptism of Jesus and provides an opportunity for an in-depth study of the signs, symbols and prayers associated with the Sacrament of Baptism.

Miracles and Sacrament of the Sick

In this unit children learn about some of the miracles of Jesus and the work of the Church to heal and care for the sick in Christ's name.

Advent

This unit links the Old Testament and the New Testament in terms of preparing for the coming of Christ during the Season of Advent.

Literacy:

Legends

Plan and write a legend of their own based on a model and to tell their story to an identified audience.

- Writing based on Beowulf by Michael Morpurgo.

Persuasion

Persuasive speech about why people should visit the British Isles

- Research using online resources

Stories with a Historical Setting

To write a new chapter or scene linked to a novel/story with a historical setting. With a presentation linked to this.

- A Christmas Carol by Charles Dickens.

Film and Play Scripts

Write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc.).

- Writing based on Scrooge (1970, 1951) links with A Christmas Carol.

Classic Narrative Poetry

An oral performance of a poem. To write a new poem, or verse for a poem based on a model.

- Writing based on King John's Christmas by AA Milne and A visit from St Nicholas by Clement Clarke Moore.

Maths:

Number and Place Value

Pupils will be looking at numbers and their place value to 1 000 000. The unit begins reviewing how to read and write numbers to 100 000, quickly moving onto numbers to 1 000 000. Time is spent using concrete materials to represent numbers to 1 000 000, including place-value counters and place-value charts. Pupils then compare numbers to 1 000 000 using their knowledge of place value in addition to bar model supports to assist them. Pupils complete the unit by making number patterns and rounding numbers to the nearest 10, 1000, 10 000 and 100 000.

Addition and Subtraction

The unit starts off with simple addition before moving on to addition where renaming is required. Subtraction is also covered in a similar way where simple subtraction is mastered before moving to subtraction where renaming is required. Once pupils master addition and subtraction, they start to look at problem-solving questions and practice using bar models.

This unit uses three different ways to show addition and subtraction visually. This will help pupils develop flexibility, however, some pupils may need additional support and time in order to be able to use all of the methods fluently.

Multiplication and Division

In this unit, pupils are multiplying and dividing 3- and 4-digit numbers by single- and double-digit numbers. The unit begins by finding and defining multiples and factors and common factors. Pupils begin to work with prime numbers and determine what makes a number prime or composite. After this, they work with square and cube numbers before moving on to multiplying by 10, 100 and 1000. When multiplying, pupils are encouraged to use a variety of methods, including: number bonds, column methods and the grid method. Number bonds are used to represent multiplicative word problems. Pupils then move on to multiply by 2-digit numbers before beginning to divide by 10, 100 and 1000. The unit ends

as pupils learn to divide, giving rise to remainders using multiple methods, including number bonds and long and short division.

Word Problems

In this unit, pupils are solving word problems that involve multiple steps and a variety of operations. Pupils begin the unit by simply choosing the correct operation before moving onto representing the key information using bar models. Applying the strategies learned in previous units is key in solving the challenges. The unit ends with complex representations of numbers and change using advanced bar models.

Statistics: Graphs

In this unit, pupils read and interpret information in tables and line graphs. The first lesson requires pupils to read and interpret information presented in a table showing flights between Singapore and London. In the next lesson, they are required to use the data to answer questions, however the data has restrictions and must be sorted. The final lesson on tables leaves out key information, such as omitting a train time to indicate the train does not stop at a specific station. Then there are four lessons on line graphs, beginning with a single line to represent a given set of data, followed by constructing line graphs that have more than one data set to represent.

Science:

Materials

- To compare and group materials according to properties.
- To be able to understand thermal conductors and insulators.
- To be able to investigate thermal insulators and conductors.
- To be able to investigate which electrical insulators make a bulb shine the brightest.
- To be able to plan and present a report to explain the results of my investigation.
- To be able to investigate whether a material is soluble or insoluble and write up my investigation into dissolving.
- To be able to understand how to separate a mixture.

Earth and Space

- To be able to explore the idea and use evidence to decide whether the Earth is flat or spherical.
- To be able to explain how I know that the Sun, Earth and Moon are spherical.
- To be able to describe the planets in our solar system.

Forces

- To be able to identify forces acting on an object.
- To be able to explore the effect that gravity has on objects and how the first theory of gravity was developed.
- To be able to investigate and measure the force of gravity.
- To be able to understand the effects of air resistance.
- To be able to conduct an investigation into air resistance and write up the results of the experiment.

Living Things and their Habitats

- To be able to describe the lifecycle of a mammal.

- To be able to compare the life cycles of different animals.
- To be able to explain the differences between the life cycles of a mammal and an amphibian.

Animals including humans

- To be able to understand how the human gestation period compares to other animals.
- To be able to make comparisons and draw conclusions about the gestation period of different animals.
- To be able to compare growth in babies.

Art and Design Technology

Felt Phone Cases (DT)

This Felt Phone Cases unit will teach children about how to write their own design criteria. They will design products with the user in mind thinking about aesthetics and functionality. Annotated designs will be used to communicate ideas as well as step by step plans. Children will learn how to make a paper template and how to sew a running stitch, backstitch, whip stitch and blanket stitch. Finally, when they have made their felt phone case, children will learn how to write a detailed evaluation.

Plants/Flowers (Art)

This Plants and Flowers unit will teach the children about how to use pencil, colour, Hapa Zome Printing, sculpture and paper modelling to create quality art work that shows progression in their skills.

The children will also have the opportunity to explore the work of India Flint, Alexander Calder, David Olivero and Henri Rousseau.

Computing:

Infographics – collecting, evaluating and presenting information

- To develop an understanding of what makes infographics a popular choice to present and share information.
- Develop an understanding of colour, styling, enhanced editing tools and the use of charts/graphs/tables to effectively present information.
- They will research and select key information to present as an infographic.

Computers for Communication and Collaboration – computer science and collecting, evaluating and presenting information.

- How computers offer opportunities for communication and collaboration.
- Considering how technology has improved and forms of communication have changed as a result.
- Who has been influential in the changes of technology over time?

Geography:

Locational, European and World Knowledge

To name a desert and its location in the world

To name at least three countries in Africa and be able to locate them on a map.
To know their correlating capital cities.
To be able to name a European mountain range
To be able to name a European river
How Humans Impact on our World
To know what fossil fuels are.
To know where fossil fuels come from and their role in the Industrial Revolution (History link)
To know that they are burned to generate energy to heat our homes, for transport and manufacturing.
To know that fossil fuels are a diminishing resource.
How Our World Impacts on Humans?
To know that rivers carry water downhill to other rivers, lakes or the ocean.
To know the name of the start of a river and the end of the river.
To know what an estuary is.
To learn the river is tidal (linked to work on coasts) and when the sea retreats the volume of water in the estuary is reduced.

History:

Industrial Revolution – Did Child Labour power the Industrial Revolution?

- What caused the Industrial Revolution?
- Why did people migrate?
- Birmingham and the Industrial Revolution
- Child Labour Laws
- Why and how were children used for labour during the Industrial Revolution?
- What were the implications of the introduction of compulsory education?
- How did the invention of the steam engine impact on the growth of Britain?
- What are the implications of compulsory education to modern Britain?

RSE:

Module 1 – Created and Loved by God

Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module 2 – Created to Love Others

Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Module 3 – Created to Live in Community

Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

We will also follow the KiVa anti-bullying scheme of work

Physical Education:

This term we will be working alongside a specialist Tennis coach to support and develop our Tennis skills.

Cricket

Pupils develop the range and quality of striking and fielding skills and their understanding of cricket. They learn how to play the different roles of bowler, wicket keeper, fielder and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Dance

Pupils learn different styles of dance, working individually, as a pair and in small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. As they work, they develop an awareness of the historical and cultural origins of different dances. Pupils will be provided with the opportunity to create and perform their work. They will be asked to provide feedback using the correct dance terminology and will be able to use this feedback to improve their work. Pupils will work safely with each other and show respect towards others.

French:

Our French lessons will be taught by a specialist French teacher this year.

Music:

Our music lessons will be taught by a specialist Music teacher this year.

Spring Term

Religious Education:

Christmas

In this unit the children will hear about the story of Christmas from St. Matthew's Gospel. They will explore the difficulties faced by Mary and Joseph and the tensions that arose in King Herod.

Parables and Sayings of Jesus

In this unit children gain a greater knowledge and understanding of the Parables of Jesus. They explore the concept of the Kingdom of God from the teachings of Jesus and ways in which Christians respond to this teaching today through their belonging to the Church.

Lent

This unit involves the children in thinking about the concept of 'temptation' as they study the temptations of Jesus. Children will be given the opportunity to reflect on what nurtures and damages human relationships they will study some important texts from the New

Testament about Christian living and will learn about the Sacrament of Reconciliation as a Sacrament of Healing and God's forgiveness.

Holy Week

In this unit children will gain a greater knowledge and understanding of the last week of Jesus' life and how the Church celebrates this week through liturgy and prayer.

Literacy:

Science Fiction Stories

To write a science fiction story to entertain an identified audience.

- Writing based on Space Pirates and Other Sci-Fi Stories by Tony Bradman and The Fun They Had by Isaac Asimov.

Information Booklets

An information booklet which includes more than one non-fiction text type e.g. non-chronological reports, instructions and explanation

- Linked with learning opportunities in science.

Poems with a structure

To write a new poem drawing on the structures of those studied

Noel as a theme

A range of writing outcomes linked to the novel e.g. diary, letter, internal monologue, summary, prediction.

An action scene about an invention.

A short story of chapter for a novel about an invention.

- Writing based on The Cleaning Machine – The Incredible Adventures of Professor Branewstawn by Normal Hunter.

Magazine: Information text hybrid

A presentation based on reading and research. A page for a magazine which includes a range of text types.

Maths:

Fractions

This unit develops pupils' ability to handle more diverse problems involving fractions, including dividing and multiplying fractions by whole numbers. To begin the unit, pupils divide whole numbers by whole numbers, giving rise to fractions. Pupils then show improper fractions and mixed numbers using pictures. As they progress through the unit, they find equivalent fractions, compare and order fractions and utilise the number bond strategy, known as number pairs, in their work with fractions. Next, pupils review adding fractions, with a focus on fractions with different denominators and fractions that create improper fractions and mixed numbers. Then they subtract fractions that are different, finding common denominators and subtracting mixed numbers and improper fractions. At the end of the unit, pupils begin to multiply fractions by whole numbers and multiply mixed numbers by whole numbers. The final lesson involves solving word problems that require multiple steps and bar model representations.

Decimals

In this unit, pupils explore decimals. To begin this unit, they learn to read and write decimal numbers. This is followed by comparing decimal numbers to find which is greater and smaller. Pupils then add and subtract decimals before turning decimals into fractions. The unit ends with pupils rounding decimals to the nearest whole number and decimal position.

Percentages

This unit covers the expectations in Year 5 for percentage. It begins with comparing quantities and exposing percentage as an amount out of 100. The unit finishes by having pupils convert fractions to hundredths, both by expanding fractions and by simplifying them.

Mid-Year reviews

Geometry: properties of shapes

It explores angles: measuring angles, the investigation of angles on a line/point and drawing angles, before moving onto using angles as a descriptor for common shapes. The unit ends with pupils solving problems involving angles and investigating angles inside regular polygons.

Science:

Earth and Space

- To be able to explain how planets move in our solar system.
- To be able to explain day and night and the apparent movement of the sun across the sky.
- To be able to investigate night and day in different parts of the world.
- To be able to explain how the Earth's tilt leads to seasonal changes.
- To describe the movement of the Moon relative to the Earth by explaining how the Moon orbits the Earth.

Forces

- To identify the effects of water resistance by creating and racing streamlined boats.
- To identify the effects of friction by investigating materials which could be used for brakes.

Living Things and Their Habitats

- To be able to describe reproduction in plants.
- To describe the life process of reproduction in some plants and animals by exploring reproduction.

Animals Including Humans

- To describe the changes as humans develop to old age by understanding the changes that take place in old-age.
- To understand the changes that take place in old age, in the context of creating own comprehension questions.
- To examine data and results of increasing complexity using bar and line graphs, and models in the context of comparing gestation periods and life expectancies of animals.

Materials

- To be able to identify materials that have reversible and irreversible changes.
- To be able to explain irreversible chemical changes.
- To be able to explore scientists that have created a new material.

Art and Design Technology:

Seaside (Art)

This 'The Seaside' unit will teach the children how to use pen and colour, how to print, weave and make lanterns to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'The Seaside' artists Alfred Wallis and Hokusai.

Programming Adventures (DT)

Children will apply their understanding of computing to program a floor robot. They will explore a range of adventure maps and use these to create original designs. As a group, they will research how floor robots move along different types of materials and use this knowledge to create obstacles squares.

Children will use appropriate joining methods to make a scale adventure map. They will test and evaluate the effectiveness of another group's obstacle squares.

Computing:

Creating and Using Spreadsheets as Models to Solve Problems – Data Handling.

Use and Create spreadsheets to support solving mathematical problems using simple formulae.

Answering 'what if' type questions and presenting information in graphs.

Geography:

Locational, European and World Knowledge

To be able to name at least three countries in South America and the name of their corresponding capital city.

To name a river which flows through North America.

To name a river which flows through South America.

How Humans Impact on our World

To know the names of the countries rich in fossil fuels and be able to identify these on a map.

To know what a greenhouse gas is and that burning fossil fuels releases carbon.

To know that the greenhouse effect is causing the climate to get warmer and that burning fossils are contributing to this.

Pupils will be able to describe, giving examples, of the impact that global warming is having, and could have, on the world's polar regions.

How Our World Impacts on Humans?

To know that many rivers and streams join together before they reach the mouth of the river.

To know the names of the side and bottom of the river.

To learn about the flow of the river as a meander.

To know that a river current is the water moving in a river. The river current is sometimes referred to as the river flow.

History:

Romans

- Which countries were taken over by the Romans? Where did it all start?
- To research about Julius Caesar and his attempted invasion in 55-54 BC
- What did Roman Soldiers wear and why?
- To establish a chronological understanding of the Roman Invasion of Britain.
- To look at the events of Boudicca's Rebellion from different perspectives.
- Name some of the instruments used during the Roman times.
- To explore Roman Mosaics and create a mosaic.
- To discover facts about Roman Roads and find out where they were built
- To discover and use facts about Roman God's

RSE:

Module 1 – Created and Loved by God

Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module 2 – Created to Love Others

Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Module 3 – Created to Live in Community

Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

We will also follow the KiVa anti-bullying scheme of work.

Physical Education:

This term we will be working alongside a coach from Aston Villa to support and develop our football skills.

Gymnastics

In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

Volleyball

Pupils focus on developing the skills they need to play continuous rallies in volleyball. They will learn about the ready position, ball control, sending a ball over a net and how to use

these skills to make the game difficult for their opponent. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils will be given the opportunity to work collaboratively with others and will develop confidence to achieve their best. They will understand the importance of abiding by rules to keep themselves & others safe. Pupils will develop character and control through engaging with coping strategies when exposed to competition and will be given the opportunity to take on the role of referee.

French:

Our French lessons will be taught by a specialist French teacher this year.

Music:

Our music lessons will be taught by a specialist Music teacher this year.

Summer Term

Religious Education:

Easter

In this unit the children learn about the Church's Celebration of Easter through the Easter Vigil. They will learn about the Church's belief in eternal life through the Easter Story and the Story of the Ascension of Jesus into heaven.

Pentecost

This unit is designed to give children greater insight into the Church's belief in the Holy Spirit. It will also explore the Christian belief in the Holy Trinity and prayer and devotion to the Holy Spirit.

The Work of the Apostles

This unit has been designed to help the pupils understand the significant role the Apostles played in proclaiming the Good News. Pupils will reflect on the work of the Apostles as building the foundations of the Church which continues to proclaim the Good News of Christ today.

Marriage and Holy Orders

This unit is designed to help children understand that Marriage and Holy Orders are important Sacraments of Commitment in the Church. It will also help them appreciate that everybody has some responsibility and part to play in the life of the Church.

Literacy:

Stories from other cultures

To write a story set in the Rainforest.

- Writing based on Journey to the River Sea by Eva Ibbotson.

Debate

Writing and performing orally a persuasive speech/debate

- Writing based on The Vanishing Rainforest by Richard Platt and The Shaman's Apprentice by Lynne Cherry and Mark Plotkin.

Myths

To write a range of outcomes linked to the myths, e.g. setting and character descriptions.
The 13th labour of Hercules based on the story.

- Writing based on The Orchard Book of Greek Myths by Geraldine McCaughrean.

Reports

To write a non-chronological report about an aspect of the Olympics.

Poems with Figurative language

To write a poem based on a model including figurative language

- Writing based on Ramshackle Rainbow: Poems for Year 5 chosen by Pie Corbett.

Maths:

Geometry: position and movement

In this unit, pupils are exploring position and movement. In the first lesson, they are naming and plotting points on a grid before moving onto the translation of a shape in the second lesson. They are then required to describe the movement of a shape on a grid as the first step in describing reflections. The unit ends with pupils looking at and describing reflections across a mirror line.

Measurement

In this unit, pupils are exploring the measurement of mass, temperature, time and length. The unit begins with pupils converting units of length from millimetres to centimetres and from centimetres to metres. They quickly move on to converting metres to kilometres before looking at converting imperial measures to metric measures. Pupils explore converting units of mass in the same manner, finishing with imperial and metric conversions. They look at units of time in days, weeks, months and years, then in seconds, minutes and hours. The last lesson looks at temperature and how to use a vertical number line (thermometer). The unit ends with a very challenging problem about changing lengths.

Area and Perimeter

In this unit, pupils will be extending their knowledge of perimeter and area. It begins with pupils finding the perimeter of a polygon constructed from other polygons. They then look at constructing shapes with the same perimeter but a different area. Pupils begin to explore scale diagrams to determine the perimeter of shapes before moving onto exploring area using concrete materials. When they are familiar with the concept of area, they begin looking at area on square grids. Pupils will be using their understanding of polygons to calculate the area of those that are not 'regular polygons'. As the unit progresses, they measure area in a variety of ways, determining the area of shapes from familiar shapes and using estimation to support their understanding.

Volume

In this unit, pupils are exploring volume. In the first lesson, they learn about the volume of solids and how to use cubes to determine volume. Then they look at the volume of specific shapes such as rectangular boxes. The term 'capacity' is revisited in a lesson in the middle of this unit, which helps pupils differentiate between 'volume' and 'capacity'. Next, they learn to convert between different metric units and then between metric and imperial units. The unit ends with pupils solving increasingly challenging word problems related to volume.

Roman Numerals

pupils are identifying and using Roman numerals. In the first lesson, pupils learn to write Roman numerals to 1000, determining rules to apply to the written number. In the second lesson, pupils learn how to write years above 1000. The unit ends with applying knowledge of Roman numerals to real-life scenarios.

End of Year Reviews

Science:

Forces

- To recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. By designing and exploring a simple mechanism.

Living Things and Their Habitats

- To describe the life cycle of a mammal by exploring the life cycles of mammals in different habitats.
- To describe the differences in the life cycles of an amphibian and an insect by exploring complete and incomplete metamorphosis.
- To use secondary sources to find out about the work of a significant scientist.
- To describe the life process of reproduction in some plants and animals by exploring Jane Goodall's work with chimpanzees.

Animals Including Humans

- To describe the changes as humans develop to old age by describing the changes that take place to boys and girls during puberty.

Materials

- To give reasons based on evidence from comparative and fair tests, for the particular use of everyday materials.
- To explain that some changes result in the formation of new materials and that this kind of change is not usually reversible.

Earth and Space

- To describe the position of the Earth and other planets, relative to the Sun in the Solar System.
- To describe the movement of the Earth and other planets, relative to the Sun in the Solar System.

Art and Design Technology

South/Central America (Art)

This 'South American Art' unit will teach children about how to make clay monkeys, make picture puzzles using symbols, make dream catchers, draw an important person, create a collage and make traditional drums to create quality artwork that shows progression in skills.

The children will also have the opportunity to explore the work of South American artists Frida Khalo, Joaquin Torres Garcia, Leonora Carrington, Diego Rivera, Beatriz Milhazes and Carlos Paez Vilaro.

Global Food (DT)

This Global Food unit will give the children the chance to discover the exciting and diverse choice of food available around the world.

The first part of the unit provides an opportunity for children to learn where in the world a variety of ingredients flourish. They will then build on their understanding of the eat-well plate, placing different ingredients into the correct food groups.

This will develop a deeper understanding that although food can be extremely varied, it still comes under basic food groups.

Children will then have the chance to learn some basic and advanced cooking techniques, they will apply these skills when making some traditional dishes from different countries.

Computing:

Programming Making Games – Computer Science and Programming Unit.

Use selection, conditional statements and variables in Scratch to create simple games.

Geography:

Locational, European and World Knowledge

To be able to give directions from within the UK and give compass directions.

To name a town or city in the UK, not in England. Pupils will know what nation their town or city is located in.

To name the longest river

To name the highest mountain in England, Scotland Wales.

How Humans Impact on our World

To know that there are alternatives to burning fossil fuels to generate energy.

To know the term renewable and know the different types of renewable energy

To know every day practical strategies that can reduce the use of fossil fuels

How Our World Impacts on Humans?

To know that the force of gravity is what makes the water flow downwards, which creates river currents.

To know the volume of water also affects the speed of the current.

To know the process that wears away the river bed and banks is called erosion.

To know about deposition.

To know when there is too much water in a river, the water overflows over the top – this is a river flood.

History:

Revising prior learning

- Ancient Greece
- Anglo-Saxons
- Ancient Egypt

RSE:

With **St. Ambrose Barlow** as our guide and **Jesus** at our side,
we are all **learning to live, love and work together**.

Module 1 – Created and Loved by God

Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.

Module 2 – Created to Love Others

Created to Love Others explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.

Module 3 – Created to Live in Community

Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good.

We will also follow the KiVa anti-bullying scheme of work

Physical Education:

OAA

Pupils develop teamwork skills through completion of a number of challenges. Pupils work individually, collaboratively in pairs and groups to solve problems. They are encouraged to be inclusive of others, share ideas to create strategies and plans to produce the best solution to a challenge. Pupils are also given the opportunity to lead a small group. Pupils learn to orientate and navigate using a map.

Fitness

Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.

Athletics

In this unit, pupils are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. They learn how to improve by identifying areas of strength as well as areas to develop. Pupils are also given opportunities to lead when officiating as well as observe and provide feedback to others.

In this unit pupils learn the following athletic activities: running over longer distances, sprinting, relay, triple jump, shot put and javelin.

Football

Pupils will improve their defending and attacking play, developing further knowledge of the principles and tactics of each. Pupils will begin to develop consistency and control in dribbling, passing and receiving a ball. They will also learn the basics of goalkeeping. Pupils will evaluate their own and other's performances, suggesting improvements. They will learn

the importance of playing games fairly, abiding by the rules of the game and being respectful of their teammates, opponents and referees.

French:

Our French lessons will be taught by a specialist French teacher this year.

Music:

Our music lessons will be taught by a specialist Music teacher this year.

Yours Sincerely,
Miss Ball