

Year 5/6 The Age of Great Change

	MFL	PSHE	PE
<p><i>National Curriculum objectives and coverage</i></p>	<p>French Year 5</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Participate in a short conversation. Understand and express simple opinions. Pick out some detail from short spoken passages. Use a model to make a short presentation. Read and understand some of the main points of a text. Understand how a simple sentence is written. Write words, phrases and a few sentences using a model.</p> <p><u>Knowledge</u> List some similarities and differences between contrasting localities. Understand how symbols/products/objects can represent the culture(s) of a country. Recognise how aspects of the culture become incorporated into the lives of others.</p> <p>Year 6</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Listen to and understand the main points from a short spoken passage. Listen and speak with increasing confidence (converse briefly without prompts). Prepare and perform a short presentation. Read aloud with confidence, enjoyment and expression, in chorus or individually. Read and understand the main points – and some detail – from a short text. Write several sentences from memory and develop a short text using a model.</p> <p><u>Knowledge</u> Demonstrate an understanding of and respect for cultural diversity. Present information about an aspect of another country.</p>	<p>Relationships –TEAM</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Focus on the positive qualities of a team. To communicate effectively. How to disagree respectfully. How to compromise to ensure that a group task is completed successfully.</p> <p><u>Knowledge</u> To realise the importance of how to care for team members and the shared responsibilities a team has.</p> <p>Health and Wellbeing- DARE Programme (Year 6)</p> <p>Key Topics Illegal and legal drugs including alcohol, tobacco, solvents, prescription drugs. Hate crime covering difference, prejudice and respect. Knife crime including the law, safety and risks and consequences.</p> <p>Living in the Wider World – Britain</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> To know that Britain represents a wide range of faiths and ethnicities. Know that British Values support all. Know about the law and the consequences for not following it. Identify the roles of local and national government. To know the role of charities and voluntary groups in British society.</p> <p><u>Knowledge</u> Identify how to make a positive contribution to the community.</p>	<p>Play competitive games: Tag Rugby.</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Improve ball handling skills and become more confident holding and moving with the ball. Know about the importance of agility and evading defending players. Gain an understanding of the need to move into space in order to keep possession of the ball. Understand the importance of finding space and playing in assigned positions.</p> <p><u>Knowledge</u> Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p> <p>Play competitive games: Handball.</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Improve ball handling skills and become more confident holding and moving with the ball. Continue to improve and expand a range of passing techniques. Communicate with teammates in order to achieve a common goal. Use running, jumping, throwing and catching in isolation and in combination.</p> <p><u>Knowledge</u> Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p> <p>Indoor Athletics (Sportshall Athletics)</p> <p><u>Subject Endpoints:</u></p> <p><u>Skills</u> To develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Knowledge</u> Compete with other children working at a similar level. Develop an understanding of how to improve in different physical activities.</p> <p>Dance</p> <p><u>Subject Endpoints:</u></p> <p><u>Skills</u> Explore and learn actions, gestures, body shapes, rhythms and travelling patterns that suit the style. Respond physically to a range of stimuli, particularly musical accompaniment. To copy and adapt different step patterns and gestures on own, with a partner and in a group.</p> <p><u>Knowledge</u> To confidently perform dances with a range of movement patterns. To communicate with other children in order to create and refine performances.</p>

