

## Cycle 2 – Autumn Term

Year  
3/4

### Adventures in Space

All subjects are directly linked to the National Curriculum's programmes of study.

	MFL	PSHE	PE	Music
<p><i>National Curriculum objectives and coverage</i></p>	<p>French Year 3</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Recognise and respond to familiar spoken words, phrases and sentences (such as instructions/classroom vocabulary). Ask and answer simple questions. Perform simple communicative tasks using correct pronunciation. Recognise some familiar words in written form. Read a simple sentence, rhyme or poem. Write simple words.</p> <p><u>Knowledge</u> Identify countries where the language is spoken. Discuss similarities and differences of social conventions between different cultures. Recognise a children's song/rhyme well known to native speakers.</p> <p>Year 4</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Identify words/short phrases and recognise/compare different sounds. Ask and answer a wider range of questions. Memorise and present a short spoken text. Read and understand a range of familiar written phrases. Read a wider range of words, phrases and sentences aloud. Write some familiar words and phrases without help.</p> <p><u>Knowledge</u> Discuss festivals and celebrations in different cultures. Compare aspects of everyday life at home and abroad. Identify similarities in some traditional stories.</p>	<p>Relationships-TEAM (Together everyone achieves more)</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Develop teamwork skills. Be considerate. Resolve conflicts peacefully. Have a positive impact on the team.</p> <p><u>Knowledge</u> Identify the impact their actions have on others. Work effectively as part of a team.</p> <p>Health and Wellbeing - Think Positive</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Recognise positive and negative feelings. Think positively. Take responsibility. Manage difficult emotions.</p> <p><u>Knowledge</u> To know how our attitude towards life can affect our mental health. Use positive thinking to resolve problems and move forward.</p>	<p>Play competitive games: Handball.</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Begin to pass the ball in different ways e.g. chest, bounce, low, high, shoulder. Understand and follow the rules of a game. Start to learn about the principles suitable for attacking and defending.</p> <p><u>Knowledge</u> Use running, jumping, throwing and catching in isolation and in combination. Apply basic principles for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance: Athletic Activities (Multi-skills).</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Improve the height achieved from a vertical jump with a standing start position. Improve in a range of physical activities focused on improving agility, control and balance. Collaborate and compete with others in pursuit of personal bests. Develop agility, balance and co-ordination skills.</p> <p><u>Knowledge</u> Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Perform dances using a range of movement patterns: 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.</p> <p><u>Knowledge</u> Perform dances using a range of movement patterns. Evaluate and recognise their own success.</p> <p>Develop flexibility, strength, technique, control and balance: Fitness (Circuit Training)</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Collaborate with others to keep track of personal achievement. Compete with others (and the past self) at various fitness stations. Develop flexibility, strength, technique, control and balance.</p> <p><u>Knowledge</u> Compare performances with previous ones and demonstrate improvement to achieve their personal best. Develop an understanding of how to improve in different physical activities</p>	<p>Y3</p> <p>Let Your Spirit Fly by Joanna Mangona (RnB)</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Listen &amp; Appraise. Begin to recognise styles. Find the pulse. Recognise instruments, discuss, listen. Discuss other dimensions of music. Explore the link between sound and symbol.</p> <p><u>Knowledge</u> Singing - continue to sing, learn about singing and vocal health. Improvisation -continue to explore and create own responses, melodies and rhythms. Composition - continue to create own responses, melodies and rhythms and record them in some way. Perform/Share - Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together.</p> <p>Y4</p> <p>Mamma Mia by ABBA</p> <p><u>Subject Endpoints</u></p> <p><u>Skills</u> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p> <p><u>Knowledge</u> Identify basic musical styles through learning about their style indicators and the instruments played. Find the pulse, the steady beat to the music and understand what that means. More consistently use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too.</p>

## Cycle 2 – Autumn Term

**Year  
5/6**

### We'll Meet Again

All subjects are directly linked to the National Curriculum's programmes of study.

	MFL	PSHE	PE	Music
<p><i>National Curriculum objectives and coverage</i></p>	<p>French Year 5</p> <p><b>Subject Endpoints</b></p> <p><b>Skills</b> 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><b>Knowledge</b> 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><b>Subject Endpoints</b></p> <p><b>Skills</b> 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><b>Knowledge</b> Demonstrate an understanding of and respect for cultural diversity. Present information about an aspect of another country.</p>	<p>Relationships –TEAM</p> <p><b>Subject Endpoints</b></p> <p><b>Skills</b> 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><b>Knowledge</b> To realise the importance of how to care for team members and the shared responsibilities a team has.</p> <p><b>Health and Wellbeing- DARE Programme (Year 6)</b></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><b>Living in the Wider World – Britain</b></p> <p><b>Subject Endpoints</b></p> <p><b>Skills</b> 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><b>Knowledge</b> Identify how to make a positive contribution to the community.</p>	<p>Play competitive games: <b>Tag Rugby</b>.</p> <p><b>Subject Endpoints</b></p> <p><b>Skills</b> 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><b>Knowledge</b> Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p> <p>Play competitive games: <b>Handball</b>.</p> <p><b>Subject Endpoints</b></p> <p><b>Skills</b> 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><b>Knowledge</b> Build on and consolidate the application of principles suitable for attacking and defending. Play competitive games of Tag Rugby.</p> <p><b>Indoor Athletics (Sportshall Athletics)</b></p> <p><b>Subject Endpoints:</b></p> <p><b>Skills</b> To develop flexibility, strength, technique, control and balance. Compare performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Knowledge</b> Compete with other children working at a similar level. Develop an understanding of how to improve in different physical activities.</p> <p><b>Dance</b></p> <p><b>Subject Endpoints:</b></p> <p><b>Skills</b> 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><b>Knowledge</b> To confidently perform dances with a range of movement patterns. To communicate with other children in order to create and refine performances.</p>	<p>Y5 <b>Livin' On A Prayer</b></p> <p><b>Subject Endpoints</b></p> <p><b>Skills</b> Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</p> <p><b>Knowledge</b> Continue to identify musical styles through learning about their style indicators and the instruments played. Find the pulse confidently and innately, of the music listened to and understand what that means. Use accurate musical language to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible.</p> <p>Y6 <b>Happy</b> by Pharrell Williams</p> <p><b>Subject Endpoints</b></p> <p><b>Skills</b> Find the pulse together whilst listening to the song/s. Encourage listening with increasing concentration and with a deeper focus. Continue to learn to recognise style indicators. Continue to learn to recognise and revisit different instruments. Use correct musical language even more consistently during discussion and when describing feelings. Discuss confidently other dimensions of music and how they fit into the music listened to.</p> <p><b>Knowledge</b> Continue to identify musical styles through learning about their style indicators and the instruments played. Find the pulse confidently and innately, of the music listened to and understand what that means. Use accurate musical language confidently and with understanding to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand/explain/give examples and show how pulse, rhythm, tempo, timbre, texture, structure and pitch fit together.</p>

