

## Summer 1

### Main Learning Objectives

#### SCIENCE

##### Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces

## Summer 2

### Main Learning Objectives

#### SCIENCE

##### Forces and magnets

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
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- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
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## HISTORY

- the Roman Empire and its impact on Britain Examples This could include:
- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

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## GEOGRAPHY

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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<p>increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• To listen with attention to detail and recall sounds with increasing aural memory</li> <li>• To develop an understanding of the history of music.</li> </ul>	<p>increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>• To listen with attention to detail and recall sounds with increasing aural memory</li> <li>• To develop an understanding of the history of music.</li> </ul>
<p><u>R.E</u></p> <ul style="list-style-type: none"> <li>• How do communities of faith around the world differ?</li> </ul>	<p><u>R.E</u></p> <ul style="list-style-type: none"> <li>• What does it mean to belong to Islam?</li> </ul>
<p><u>Computing</u></p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• 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</li> </ul>	<p><u>Computing</u></p> <ul style="list-style-type: none"> <li>• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</li> <li>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• 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</li> </ul>

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### ART & DESIGN

- to sketch to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

### DESIGN & TECHNOLOGY

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- investigate and analyse a range of existing products
- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

## Ongoing Learning Objectives:

### P.E.

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football,

- hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
  - perform dances using a range of movement patterns
  - take part in outdoor and adventurous activity challenges both individually and within a team
  - compare their performances with previous ones and demonstrate improvement to achieve their personal best

Year 5

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations