Year 5 and 6

Summer Term

Cycle B

Back in Time with the Victorians

Year 5 Maths – Yearly Overview

Year 5/6 Fluency Time: Thursday and Fridays 11.45-12.15.
FOCUS: Thurs: KIRFS; Fri: Arithmetic

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction (A)		Number: Multiplication and Division (A)			Number: Fractions (A)			Autumn Term Assessments/ Consolidation
On-going: Flashbacks (to recap on previous learning)								**Yr. 5** **KIRFS A1 = decimal number bonds to 1 and 10.** **KIRFS A2 = Multiplication/division facts up to 12 x 12**				
Spring	Number: Multiplication and Division (B)			Number: Fractions (B)		Number: Decimals and Percentages			Measurement: Perimeter and Area		Number : Statistic s	Spring Term Assessments/ Consolidation
On-going: Flashbacks (to recap on previous learning)								**Year 5:** **KIRFS Sp1: Conversion of metric units** **KIRFS Sp 2: Primes to 50**				
Summer	Geometry: Shape			Geometry: Position and Direction		Number: Decimals			Number: Negative numbers	Measurement: Converting units	Measurement: Volume	Summer Term Assessments/ Consolidation
On-going: Flashbacks (to recap on previous learning)								**Year 5:** **KIRFS Su1/Su2: Recall, review, consolidate**				

Year 6 Maths – Yearly Overview

Year 5/6 Fluency Time: Thursday and Fridays 11.45-12.15. FOCUS: Thurs: KIRFS; Fri: SATs Arithmetic

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Addition, Subtraction, Multiplication and Division				Fractions				Geometry: Position and Direction	Consolidation/ Autumn term assessments
On-going: Flashbacks (to recap on previous learning) and times table practice							**Yr. 6** **KIRFS A1 = Multiplication/division facts up to 12 x 12** **KIRFS A2 = Common factors**					
Spring	Number: Decimals		Number: Percentages		Number: Algebra		Measurement: Converting Units	Measurement: Perimeter, Area and Volume		Number: Ratio		Consolidation/ Spring term assessments
On-going: Flashbacks (to recap on previous learning) and times table practice							**Year 6.** **KIRFS Sp1: Metric conversions** **KIRFS Sp 2: Primes to 20**					
Summer	Geometry: Properties of Shapes (Before SATS)		Problem solving (in all lessons leading up to SATS)			Statistics (in SATS Boosters)		Investigations (After SATS)				Consolidation
On-going: Flashbacks (to recap on previous learning) and times table practice							**Year 6.** **KIRFS Su1: Squares/roots to 144** **KIRFS Su2: Factor pairs**					

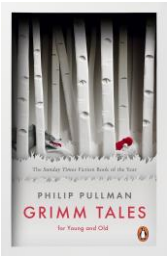
Year 5/6 Mixed Age Maths Yearly Overview

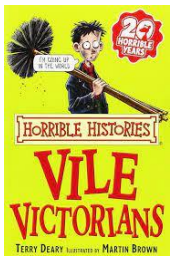
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value		Number: Four Operations				Number: Fractions					Consolidation/ Autumn term assessments
On-going starters: Mon: Flashback 4; Tues: SATs Corner/KIRFS/I See Reasoning/I See Problem Solving; Wed: Times Tables; Thurs: SATs Based Retrieval: Fri: Problem Solving							**Yr. 6 KIRFS A1 = Multiplication/division facts up to 12 x 12 KIRFS A2 = Common factors**			**Yr. 5 KIRFS A1 = decimal number bonds to 1 and 10. KIRFS A2 = Multiplication/division facts up to 12 x 12**		
Spring	Year 5: Number: Fractions Year 6: Number: Ratio		Number: Decimals and Percentages			Year 5: Number: Decimals Year 6: Number: Algebra		Measures: Converting Units Perimeter, Area and Volume		Statistics		Consolidation/ Autumn term assessments
On-going starters: Mon: Flashback 4;Tues: SATs Corner/KIRFS/I See Reasoning/I See Problem Solving; Wed: Times Tables; Thurs: SATs Based Retrieval: Fri: Problem Solving							**Year 6. KIRFS Sp1: Metric conversions KIRFS Sp 2: Primes to 20**			**Year 5: KIRFS Sp1: Convert FDP KIRFS Sp 2: Primes to 50**		
Summer	Geometry: Properties of Shape		Geometry : Position and Direction	Year 5: Four Operations Consolidation Year 6: Revision & SATs		Year 5: FDP Consolidation Year 6: Investigations		Year 5: Measures Consolidation		Investigations		Consolidation/ Summer term assessments
On-going starters: Mon: Flashback 4;Tues: SATs Corner/KIRFS/I See Reasoning/I See Problem Solving; Wed: Times Tables; Thurs: SATs Based Retrieval: Fri: Problem Solving							**Year 6. KIRFS Su1: Squares/roots to 144 KIRFS Su2: Factor pairs**			**Year 5: KIRFS Su1/Su2: Recall, review, consolidate**		

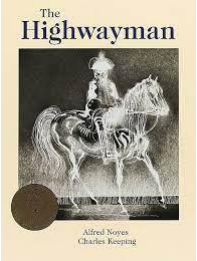
Year 5/6 Fluency Time: Thursday and Fridays 11.45-12.15. FOCUS: Thurs: KIRFS; Fri: SATs Arithmetic

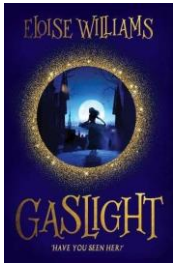
Milverton English Thematic Map Year 5/6 Cycle B –Summer Term – Back in Time with the Victorians

Motivational Core Texts:









Main Genres;	**Genre Success Criteria:**
Biographies/Autobiographies : To Inform (Queen Victoria/Charles Dickins)	•Written about someone else's life •Chronological order - Specific dates •3rd person/3rd person pronouns (1st for autobiography) •Mostly factual (a little author's opinion) •Past tense •Quotes (direct and indirect) •First paragraph summarises the main events •Passive voice to make the writing more formal •Key events in the person's life •Final paragraph summarises: main achievements; personality; how he/she will be remembered
Non-Chron Reports: To inform (Victorian Leamington & The Workhouse)	•Title •Opening introducing the topic •Use facts, not opinion. •Paragraphs with topic sentences, followed by factual details. •May have sub-headings/ info (did you know?) boxes/lists/diagrams/bullet points/images •Generalisers / connectives •technical vocabulary •3rd person •Often present tense e.g. whales are large; past tense for historical reports •Formal tone •Ending that makes a point or relates subject to reader.
Narrative Poetry: To Entertain (Nansi's Back Story- Gaslight)	•Sensory •POSAAM •Repetitive text (refrains) •pattern in words / shape / rhythm •Rhyme schemes (ABAB, AABB etc.) and assonance *Oxymoron and enjambment *Tells a story
Narrative: To Entertain (Alternate Endings – Oliver Twist)	•Introduction, Build Up, Problem/Climax, Resolution, Reflection: characters/ author reflect on what has happened to them. •Create vivid images by using POSAAM •Interweave a balance of detailed action/description/dialogue to move the story forwards. •A wide range of sentence structure, starters and punctuation. •Clear paragraphs •Write cohesively at length. •Talk to the Reader
Play scripts: To Entertain (Oliver Twist)	•Title; cast in order of appearance; introduce scene by describing setting •Place character name to left, followed by a colon, leaving a gap between the name and what they are saying. •Use present tense stage directions in brackets to describe the speech or action •New line for each speaker; no speech marks Include: technical terms; good match between character and dialogue; development of characters and relationships; standard and non-Standard English

Milverton Primary School Knowledge Map [years 5&6 Summer Term Cycle B – Art – Victorians]

Key Words / Print Making	
Poly tile	These are polystyrene tiles we print from you press into the surface using a pen or pencil to create areas of relief.
Mono Print	This is technique where you role ink out onto a surface, then blot cover in paper and draw onto. The ink transfers on to the paper.
Roller / Brayer	These are used to roll ink out ready for printing.
Relief	This describes a surface used for printing. The raised points will print and lower areas will not.
Block printing ink	This is the type of ink used for any type of printing process that involves a block, plate or tile.
Tacky	Ink must have a tacky consistency before printing. You can tell if it's ready when the roller sticks to it as you pull it away.
Transfer	This is the process of transferring the image from a black onto paper using pressure.
Registration	This is when you make a print of more than one colour have to make sure the poly tile lines up exactly with the previous print.

Artists – William Morris

William Morris (1834-1896) was a multitalented craftsman, novelist and poet who participated in England's Arts and Crafts movement. In his own time William Morris was most widely for his designs for wallpapers, textiles, and carpets. Since the mid-20th century Morris has been celebrated as a designer and craftsman. He was very popular as part of the Victorian trend of 'bringing the outside in'.

Art Styles: Printing

Poly tile printing:
Follow these steps to make a Poly Tile print.

- Prepare your tile. You do this by using a pen or pencil to draw a design into your tile. More you press down on the tile and the deeper the indent the better. The areas you press down will not print.
- Put a small amount of ink (size of 20 pence piece) on a smooth surface. Using your roller / brayer roll out the ink horizontally and vertically. Keep doing this until the ink goes tacky and you can feel roller stick as you try to pull it away.
- When you are happy roll the ink out onto your tile. Make sure the whole surface is covered. The bits where you have pressed down will stay white.

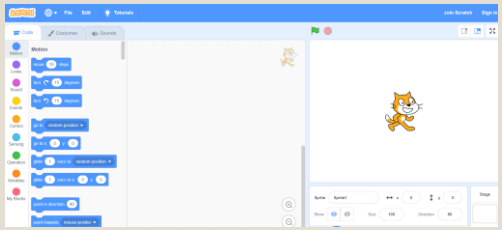
- Place your roller on the desk using the stand so that the inked surface faces up.
- Pick up your tile and carefully place ink / face down onto your paper. Rub the back of the tile firmly until your print transfers clearly.
- Slowly peel the paper off one corner first checking it has transferred before fully removing it. If it hasn't keep rubbing it.

- If performing a multiple colour print wash your tile and dry. Remove any more areas from your tile before reprinting.
- Repeat the inking steps and place the tile back on the paper. Take care to make sure it lines up with your print from before. This called registration.

Y56 Computing – Cycle B, (Scratch – Animated Stories)

Key Vocabulary

Algorithm	A set of instructions for a computer to follow, designed by humans
Debugging	Finding mistakes in an algorithm, and correcting them
Variable	Using 'if' or 'when' commands in your algorithm, so that it can adapt to different situations
Repetition	Using 'loops' or 'repeats' to save time re-writing the same commands in your algorithm
Scratch	Free, web-based games programming tool
Trigger	Something separate from the algorithm, often 'plugged in' to the computer, that can tell an algorithm what to do – such as a mouse, or a sensor



Scratch

Key Concept: Coding and Programming

Creating Algorithms

An algorithm sounds complicated, but really it's just a series of instructions for a computer to follow. A good algorithm will tell a computer exactly what to do, and exactly when to do it. Every time you use a computer, it is following hundreds or thousands of instructions – all designed by humans!

Debugging

Testing is an important part of programming. We need to know if our program does what we want it to do! If it isn't working, then we need to debug our program. Can you figure out which part of your algorithm isn't correct, and fix it?

Testing and Predicting

Predicting what an algorithm will do is an important skill – if you test your algorithm, and your prediction was correct, this can give you confidence.

External Triggers

An external trigger is something separate from the algorithm, that tells an algorithm what to do, or to change. For example, the click of a mouse, or the use of a light sensor, could 'trigger' the algorithm to change its course.

Enjoy programming and debugging using web-based software Scratch – visit scratch.mit.edu

Milverton Primary School Knowledge Map – Year 5/6, DT Cycle B (Bread), Summer Term

Key Vocabulary

Bread	Food made of flour, water, and yeast mixed together and baked
Dough	A thick, malleable mixture of flour and liquid, used for baking into bread or pastry.
Knead	Work (moistened flour or clay) into dough or paste with the hands by squeezing.
Rationing	Allow someone to have only a fixed amount of something.
Ingredient	Item that is usually put into a recipe
Packaging	Material used to pack or protect goods
Product	Item
Bake/ cook	Cook food in an oven
Success criteria	List of expectations/goals
Risk assessment	Process involving evaluating the potential risks involved

Key Concept: Design, make, evaluate, improve

Design Process	
Research	Investigate and analyse a range of existing products. You need to look atand taste a wide variety of different types of bread
Design:	Generate, develop, model and communicate their ideas through discussion and annotated sketches
Make	Use a range of tools and equipment to perform practical tasks accurately. Using measuring, mixing, kneading and cooking
Evaluate	Evaluate their ideas and products against a design criterion and consider the views of others to improve their work. What would you change or do differently?

Key Stages

Dough	Proofing	Rising
		

Key Knowledge

- Know that the earliest bread was made in or around 8000 BC in the Middle East, specifically Egypt.
- Know that bread is made from a dough of flour and water.
- In depth knowledge of the design and purpose of the loaf of bread. Look at the function and quality of the bread.
- Know how the industry has developed bread making.eg production lines.
- How supermarkets display and package bread, making products suited for a variety of different audiences. How to consider detailed analysis of these when looking at existing products.
- How key chefs have promoted seasonal, local produce and healthy eating etc.
- Building on from knowledge in LSK2 of different tastes, textures and aromas of various bread through a sensory experience (bread tasting)
- How to design, make and evaluate a loaf of bread made by myself. In the making process, know how to 'knead' dough.
- How to carefully consider the availability and costing of my chosen ingredient.

Examples of Bread Types

Rye Bread – made from Rye rather than Wheat. Eaten a lot in Europe.	**Brioche** – A sweet, enriched bread made with butter and eggs – popular in France	**Roti** – an unleavened bread eaten in countries on the Indian subcontinent
		

Milverton Primary School Knowledge Map [Yrs 5&6 – History – Summer Term – Victorians]

Key Vocabulary

arithmetic	Learning about maths and numbers.
industry	A group of companies that all produce the same thing.
Industrial Revolution	A time of major change in the way products were made.
invention	A new thing that someone has made.
livestock	Farm animals.
migrate	Move to a different area to find work or better living conditions.
reign	To control a country.
rural	The countryside.
revolution	A big change in something.
typhoid	A bacterial infection that can spread throughout the body.

Society – Inventions

Inventions

1840– Stamps
1843– Christmas Cards
1846– Sewing Machine
1849– Concrete
1851– Ice Cream
1852– Flushing Toilet
1854– Steel Production
1872– Penny Farthing Bicycle
1873– Typewriter
1876– Telephone
1977– Phonograph (Record Player)
1878– Electric Street Lighting
1885– First Motorcar
1888– Kodak Camera
1894– Moving Pictures (Films)

Key Background Information

The Victorian Era

The period of time between 1837 to 1901 when Queen Victoria **reigned** over Britain. During her 63 year **reign**, there was a huge contrast between how the rich and poor Victorians lived. Queen Victoria led the expansion of the British empire and saw major changes to all aspects of Britain due to exciting discoveries and **inventions**.

Main Events: The Industrial Revolution

The Industrial Revolution

- A period of huge change in Britain between 1750 and 1900.
- Before the Industrial Revolution, Britain was a rural country, most people lived off the land with livestock.
- People began to realise that coal and steam could be used to power factories, large machines, flour and cotton mills. This reduced the time it took to make something and increased the amount that could be made and so the Industrial Revolution began.
- Huge factories were built and towns expanded.
- People would migrate to the towns attracted by reliable work and pay from the factories.
- Houses for workers were built closer to the factories.
- Better transport links helped boost trade by transporting people and goods quickly and cheaply all across the country.

Society – Crime

The police force was introduced in 1829. Named after Sir Robert Peel, officers were known as 'Peelers'.
Prisoners had to complete hard labour such as: The Treadmill, Picking Oakum, The Crank and The Shot Drill.

Society - Schools

At the start of Victoria's reign, only wealthy children went to school or had tutors, because education was not free. Girls were taught skills such as sewing or cooking, while boys were taught subjects such as reading and arithmetic (maths).Poorer children were sent out to work and never learnt how to read or write. This changed during Queen Victoria's reign.

Main Events

Key Dates

1838	Queen Victoria crowned aged 18.
1840	Queen Victoria married Prince Albert.
1842	Children under 10 can no longer work in underground mines.
1844	Children aged 8-13 can no longer work for more than 6.5 hours per day.
1856	Each county has to have its own police force.
1861	Prince Albert died of **typhoid**.
1864	Children under 10 can no longer work as chimney sweeps.
1870	Schools are built for children aged 5-10.
1872	The first FA Cup Final takes place.
1880	The Education Act makes schooling compulsory for all children aged 5-10.
1901	Queen Victoria dies and Edward VII becomes King.

Milverton Primary School – Year 5 & 6 – Summer Cycle B
Knowledge Organiser - Physical Education

Athletics
Strike and Field - Cricket

Key Vocabulary	
Athletics	**Cricket**
Start and Finish	Bat, Ball, Bales and Stumps
Sprint and Endurance	Crease
Javelin and Shot Put	Boundary line
Long Jump and High Jump	Batter and Bowler
Measurement for running – time	Out
Measurement for throwing and jumping	Run

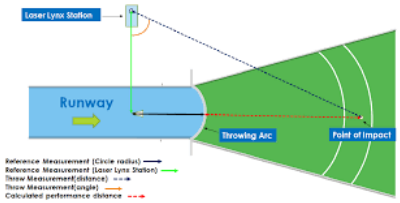
Key Knowledge – Coaching Points

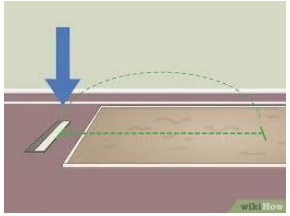
Cricket

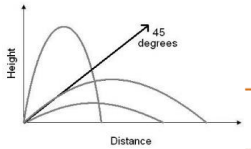
Send & Receive	Attack and Defend	Moving	Scoring	Tactics and Rules
• Bowler will bowl the ball overarm to the batter, long, straight arm • They will try to make it bounce once before it reaches the batter • The batter will hold the bat with two hands • A defensive shot will angle the bat down to hit the ball to the floor • A draw back, hit and follow through will be a more attacking shot	• When trying to hit the ball aim to hit where the fielders are not • Decide when is a good time to run or not – if the ball will take a long time to retrieve then run • Fielders have to stand in a place where they think the batter may hit the ball • Fielders have to throw the ball back to the wicket keeper to try and get the runners out	• The bowler runs up to bowl over arm from bowlers crease towards the stumps • The batters has to strike the ball with the bat • The batters have to run between the creases with their bat crossing the line before the fielders can hit the stumps with the ball	• The team tries to score more runs that the other team • Players can score runs – running between the two stumps when they are in bat and hit the ball • Batters can hit the ball over the boundary line to score 4 runs • Batters can clear the boundary without bouncing to score 6 runs	• A batter can be out if the bowler hits the stumps with their bowl • A batter can be out if they hit the ball up and a fielder catches it without the ball bouncing • A batter can be out if they are running between the creases and the fielders hit the stumps with the ball before they get back behind the crease

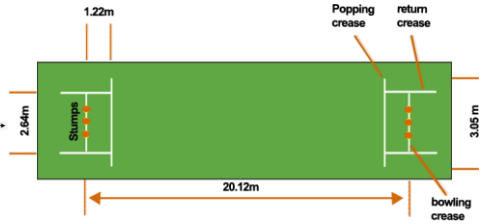
Athletics

Throwing	Running	Jumping
• Stand sideways on with your throwing arm drawn back • Do some little hops forwards to get momentum • Twist at the hips to get the most power • Follow through with your throwing arm across your body • Make the angle of your throw go high and far – not too high or too flat to get the best distance	• Sprint events ask runners to go as fast as they can • Longer distance events ask runners to pace themselves • When starting, listen carefully, react quickly and push off • Try to use short fast strides to start quickly • Try to drive knees upwards and take long strides • Use arms in opposition to legs	• When taking off drive the opposite knee and hips upwards to get more lift • Try to time your run up to take off at the correct point • Use your arms to help propel your body • Long jump is measured from the point closet to the jump line so move forwards after landing









Milverton Primary School Knowledge Map [Years 5&6 – Summer Term – O&A]

Overview

-Outdoor and adventurous activities involve sports and games played in natural settings, for example, forests, mountains, fields and rivers.

Some examples of outdoor and adventurous activities include team games, mountain biking, abseiling, orienteering, high rope courses, skiing and many more!

-School-based OAA tasks are often challenges that require problem-solving skills, teamwork and communication.

-Outdoor and adventurous activities often involve a great deal of excitement and risk.

-We should always consider safety and the environment when taking part in these activities.

Support Others

Teamwork

Remember some of the features of effective teamwork:

-Communication -Purpose
-Clear Roles based on knowledge/skills
-Respect -Encouragement
-Resilience -Effort -Selflessness -Inclusion -Trust -Confidence

Communication

Success in OAA games hugely depends on communicating well with teammates. We can do this through speaking, listening body language and facial expressions. It is important to listen, build on and challenge the ideas of others – teams rarely work well when one person dominates the conversation.

Trust

It is vital that team players show trust in one another. One person cannot be successful all by themselves, and so they should have trust in the skills and abilities of other people. Trust includes knowing when others can help you and listening to them.

Inclusion

Inclusion is all about including others within groups and teams. We should adopt pro-active behaviours, options and actions to make people from all backgrounds, ages and abilities feel welcome, respected and that they belong as a part of our sporting activities.

Honesty and Fair Play

Fair play is about learning the rules of the game and putting them into practice honestly. Winning only feels as good as it should when you know that you have won fairly. Many OAA games rely on participants to behave honestly, even when referees/ officials are not watching.

Confidence

Confidence is about having an inner feeling or belief that something can be achieved. It is important to build your own self-confidence in order to succeed in sporting activities. It is also important to show confidence in others, including teammates and officials.

Key Vocabulary

Outdoor
Adventurous
Activities
Hand-Eye Coordination
Strategy
Problem-Solving
Compass
Role
Map Key
Trust
Route
Inclusion
Confidence

Physical

Skill	Definition	How do I do this?
Running 	Using your legs to move at speed faster than a walk.	-Look for space. Keep your head up to avoid obstacles. -Use your arm swing to balance and propel you forwards. -Bend down low and push off quickly to change direction. -Use sidesteps to avoid others and obstacles. -Adapt your speed for different situations and activities.
Balancing 	To hold yourself in a steady position so that you do not fall.	-Make sure that your weight is equally spread (e.g. feet equally apart, not leaning to one side, etc.) A wider stance can also help you balance. Spread your arms out wide – this moves more of your weight away from the pivot point (your feet). If moving, do so slowly. Keep your head and core steady.
Climbing 	Getting up, or ascending, something, using arms and legs.	-Grip tight to utilise your hand and finger strength. Remember to use the power in your legs - your legs have much stronger muscles than your arms. Learn to backstep when an obstacle is too tricky or dangerous for you to get past. Make sure that all safety equipment is used correctly.
Hand-Eye Coordination 	To use our eyes to help us complete actions skilfully with our hands.	-Lots of activities require you to use your eyesight to help your muscles perform actions. Keeping your eyes on the ball, for example, can help you to catch a ball with your hands. You can hone your hand eye coordination by practicing skills.
Stamina 	Being able to keep going physically for an extended period of time.	-When we have stamina, we can keep going at things for an extended period of time. We can build our stamina through practice and training (e.g. going out running or cycling). -Stamina is also affected by our mental willingness to keep going even when things are tough (resilience).

Problem Solving

Planning and Problem-Solving

Before beginning OAA tasks, teams should create a clear plan of what they want to achieve, and how they will achieve it.

Strategy – The strategy is the plan of action that the team uses to try and reach its goal. Team members may be given different roles to help to implement the strategy.

Instructions – A way of communicating that is clear, precise and to the point, so that it can be easily understood. Use imperative verbs to start instruction sentences clearly.

Decision Making – Group members should listen to each other's ideas and collectively decide on the approach. The team leader may have overall responsibility for decisions.

Maps and Orienteering

Map Reading

-There are a number of strategies and skills that you can use to read and communicate the information on a map.

-Use points of reference (e.g. trees, buildings, etc.) to help you locate where other things are. A key can help to show you what different symbols mean on a map.

-Use prepositions, e.g. beyond, in front of, above, below, to the right, on the left, through, around, behind, across, near, etc.

-You may also use a compass to find directions (north, east, south, west, north-east, south-west, etc.)

Look out for and avoid obstacles.

Identify Risks

Give your teammates clear instructions to keep them safe.	Be aware of the people and space around you. Let them know where you are.	Look after the environment. Make sure that your games do not damage the natural environment.	Always have someone else with you when in remote/natural places.	Make sure that you follow the rules, and use apparatus properly, including safety equipment.	Make sure that you warm up properly.	Stretch your muscles before exercising.	Warm down after exercising.	Remove jewellery and wear suitable clothing/ equipment.

Milverton Primary School Knowledge Map Years 5 & 6 Summer Term Athletics

Key Skills	
Running	An action to move quickly with the correct technique using the arms and legs effectively.
Jumping	A technique to propel the body into the air to cover distance, height or both.
Throwing	An ability to throw an object through the air for distance or accuracy

Running

1.Hold your torso straight and vertical.
2.Hold your head still, but relax your face and neck.
3.Bend your elbows at 90 degrees.
4.Pretend you are lightly gripping a small bird in each hand.
5.Pump your arms so your hands travel from "hip to lip", and keep your arms close to your sides.
6.As you pump your arms, keep your shoulders steady but relaxed.
7.With each stride, lift your front knee high ("knee drive") and straighten your back leg completely to deliver full power.
8.At the start of your sprint, keep your strides short and quick. Lengthen your strides as you gain speed and momentum.

Jumping

1.Look for the mark a line on the ground. This becomes the takeoff line.
2.Imagine you're jumping from one building to another. The longer the jump, the better.
3.Start with jumping from the standing position using both feet on takeoff. This is called a standing long jump.
4.Make you don't step over the line before jumping. Use your rarms to your body forward.
5.Once you've mastered the standing long jump, try takeoffs using only the right or left leg.
6.For added difficulty, try a running jump. Take-off from both feet, or only the right or left leg.

Throwing

1.Stand straight upright, ball in your throwing hand, facing your target.
2.If you are throwing with your right hand, turn sideways 90 degrees to your right If you are throwing with your left hand, turn sideways 90 degrees to your left
3.Make sure your feet are shoulder-width apart.
4.Lift your non-throwing arm to "point" at your target and shift your weight to your back foot.
5.Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand).
6.You are ready to throw.
7.In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target

Vocabulary

Co ordination
Strength
Speed
Flexibility
Warm Up
Cool Down
Measure
Sprint
Accuracy

Athletics
Strike and Field - Cricket

Milverton Primary School – Year 5 & 6 – Summer Cycle B
Knowledge Organiser - Physical Education

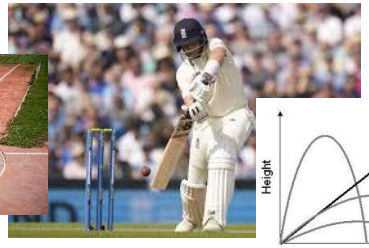
Key Knowledge – Coaching Points

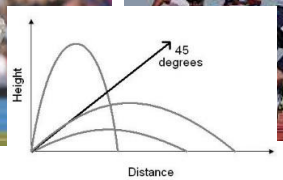
Cricket

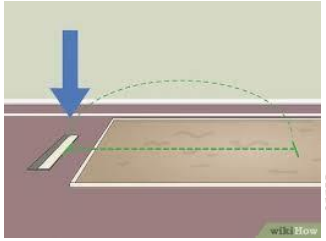
Send & Receive	Attack and Defend	Moving	Scoring	Tactics and Rules
• Bowler will bowl the ball overarm to the batter, long, straight arm • They will try to make it bounce once before it reaches the batter • The batter will hold the bat with two hands • A defensive shot will angle the bat down to hit the ball to the floor • A draw back, hit and follow through will be a more attacking shot	• When trying to hit the ball aim to hit where the fielders are not • Decide when is a good time to run or not – if the ball will take a long time to retrieve then run • Fielders have to stand in a place where they think the batter may hit the ball • Fielders have to throw the ball back to the wicket keeper to try and get the runners out	• The bowler runs up to bowl over arm from bowlers crease towards the stumps • The batters has to strike the ball with the bat • The batters have to run between the creases with their bat crossing the line before the fielders can hit the stumps with the ball	• The team tries to score more runs that the other team • Players can score runs – running between the two stumps when they are in bat and hit the ball • Batters can hit the ball over the boundary line to score 4 runs • Batters can clear the boundary without bouncing to score 6 runs	• A batter can be out if the bowler hits the stumps with their bowl • A batter can be out if they hit the ball up and a fielder catches it without the ball bouncing • A batter can be out if they are running between the creases and the fielders hit the stumps with the ball before they get back behind the crease

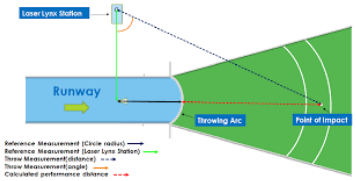
Athletics

Throwing	Running	Jumping
• Stand sideways on with your throwing arm drawn back • Do some little hops forwards to get momentum • Twist at the hips to get the most power • Follow through with your throwing arm across your body • Make the angle of your throw go high and far – not too high or too flat to get the best distance	• Sprint events ask runners to go as fast as they can • Longer distance events ask runners to pace themselves • When starting, listen carefully, react quickly and push off • Try to use short fast strides to start quickly • Try to drive knees upwards and take long strides • Use arms in opposition to legs	• When taking off drive the opposite knee and hips upwards to get more lift • Try to time your run up to take off at the correct point • Use your arms to help propel your body • Long jump is measured from the point closet to the jump line so move forwards after landing





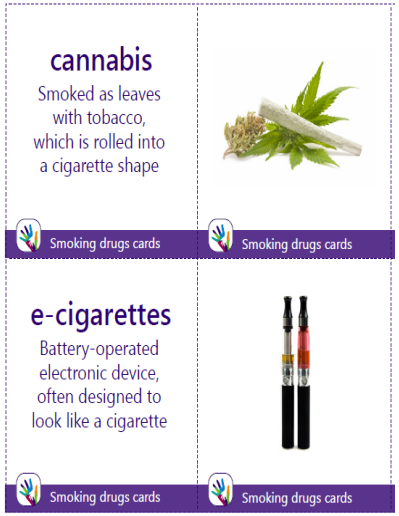




Milverton Primary School Knowledge Map – PSHE Year 5 (RSE and Super Learning Skills)

RSE

*Describe the changes as humans develop to old age.
*Describe the changes to boys and girls during puberty.
*Understand the importance of hygiene.
*Explore media stereotypes.
*Celebrate difference.

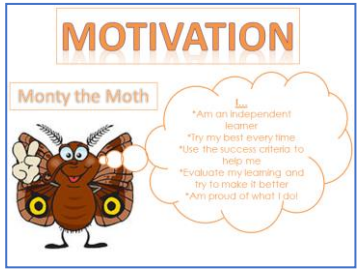


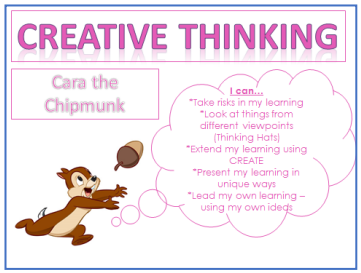
Key vocabulary:	
Stereotypes	A fixed view of groups of people that is held by a large portion of society.
Puberty	The process of physical changes when a child's body grows into an adult body.
Discrimination	Treating someone unfairly based on characteristics such as race, gender, age….
Prejudice	Comes from the Latin words for 'pre' and 'judge' to pre-judge someone based on characteristics such as race, gender, age etc…
Drugs	Chemicals or substances that change the way our body works.
Alcohol	A chemical substance used in science and manufacturing. Also an ingredient in adult drinks like beer and wine.
Media	A means of communication e.g. television, radio, newspapers.

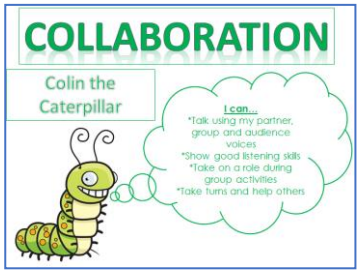
Spring Super Learning Skills (SLS)

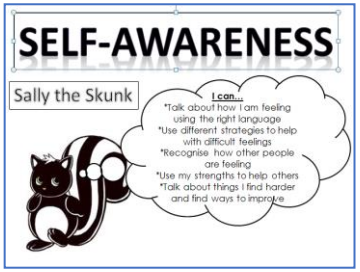
- name and explain and use the 6 Super Learning Skills.
- recognise my worth as an individual by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals.
- resolve differences by looking at alternatives, making decisions and explaining choices.

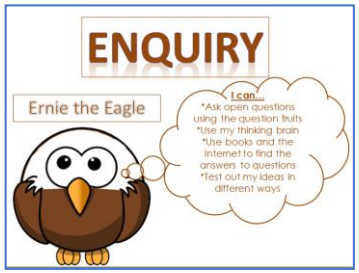
Key vocabulary:

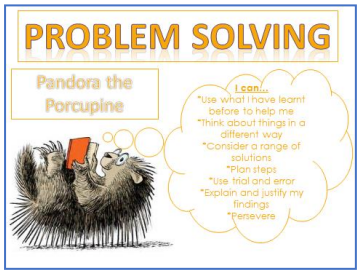






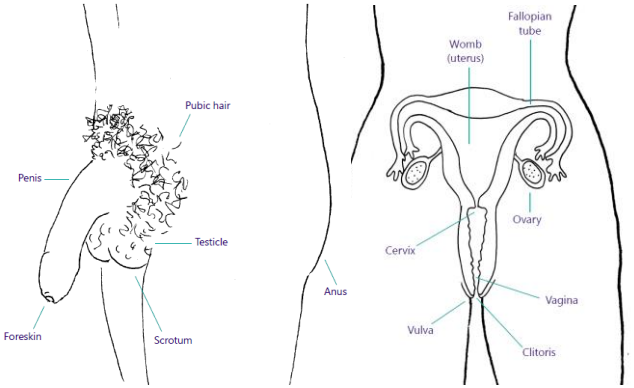






Milverton Primary School Knowledge Map - PSHE (RSE and Super Learning Skills)

RSE



*Describe the changes as humans develop to old age.
*Describe the changes to boys and girls during puberty.
*Understand the importance of hygiene.
*Explore media stereotypes.
*Celebrate difference.

Key vocabulary:	
Stereotypes	A fixed view of groups of people that is held by a large portion of society.
Puberty	The process of physical changes when a child's body grows into an adult body.
Penis	Part of the male external sexual organs.
Sperm	The male reproductive cell, it comes out of the penis.
Testicle	Where sperm is produced
Scrotum	The skin that holds the testicles.
Vagina	The inside passageway to the cervix and womb.
Womb	Where a baby grows inside a female.
Fallopian tube	Connect the ovaries to the womb.
Ovaries	They store and release eggs into the fallopian tubes.
Cervix	The lower part of the womb that opens into the vagina.

Spring Super Learning Skills (SLS)

- name and explain and use the 6 Super Learning Skills.
- recognise my worth as an individual by identifying positive things about myself and my achievements, seeing my mistakes, making amends and setting personal goals.
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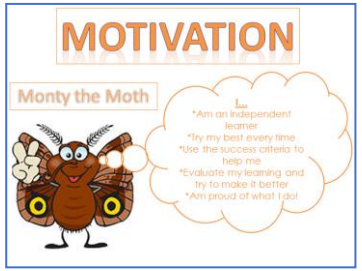
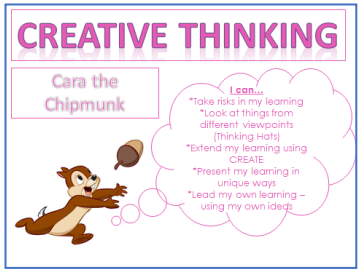
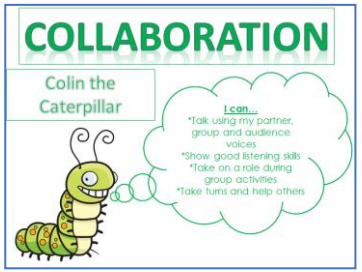
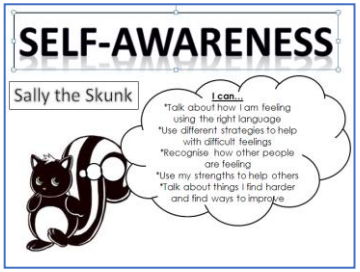
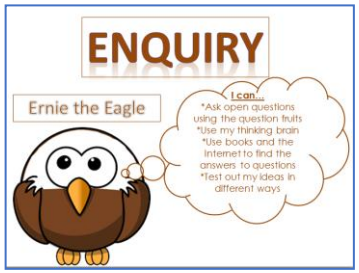
Key vocabulary:

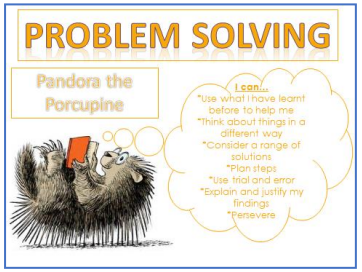












Years 5&6 Science Summer Term

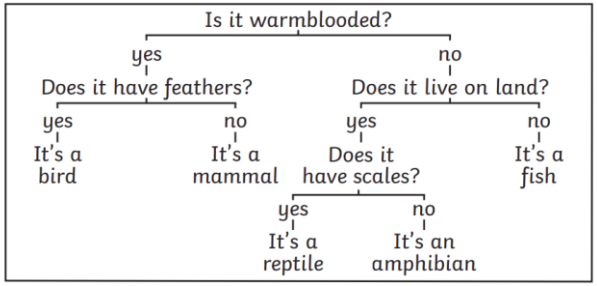
Living things and their habitats

In 1735, Swedish Scientist Carl Linnaeus first published a system for classifying all living things. An adapted version of this system is still used today: The Linnaeus System.

www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j

Living things can be classified by these eight levels. The number of living things in each level gets smaller until the one animal is left in its species level.

Scientists, called Taxonomists, sort and group living things according to their similarities and differences.

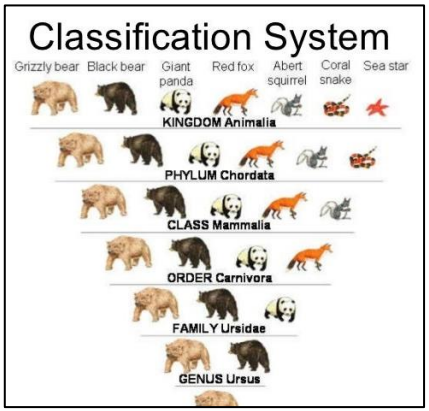


Each group allows scientists to observe and understand the characteristics of living things more clearly. They group similar things together then split the groups again and again based on their differences.
www.st-agnes.manchester.sch.uk/year-6-circles/science-carl-linnaeus/

Key concepts:

Biology

- **Animals and humans**
- **Plants**



Helpful Microbes	Harmful Microbes
Bacteria – cheese and yoghurt	Bacteria - salmonella is a bacterium that can lead to food poisoning
Yeast – wine and bread	Virus – chicken pox and flu are examples of viral diseases
Penicillium fungi - antibiotics	Fungi – athlete's foot and mould

Key vocabulary:	
Fertilisation	Special qualities or appearances that make an individual or group of things different to others.
classify	To sort things into different groups.
taxonomist	A scientist who classifies different living things into categories.
Key	A key is a series of questions about the characteristics of living things. A key is used to identify a living thing or decide which group it belongs to by answering 'yes' or 'no' questions.
Bacteria	A single-celled microorganism.
Microorganism	An organism that can only be seen using a microscope, e.g. bacteria, mould and yeast.
Microscope	A piece of equipment that is used to view very tiny (microscopic) things by magnifying their appearance.
Invertebrate	Animals without a backbone, e.g. jellyfish, insect, slow worm.
Vertebrate	Animals with a backbone or spinal column (all mammals, birds, reptiles and fish).
Arthropod	An invertebrate with an exoskeleton and a segmented body e.g. an ant
Insect	A small arthropod that has six legs and three body parts.
Molluscs	Invertebrate with an unsegmented body that can have a hard shell, e.g. snail.
Annelids	An invertebrate that is a segmented worm.
Arachnids	Small invertebrate usually with 8 legs, e.g. spider.

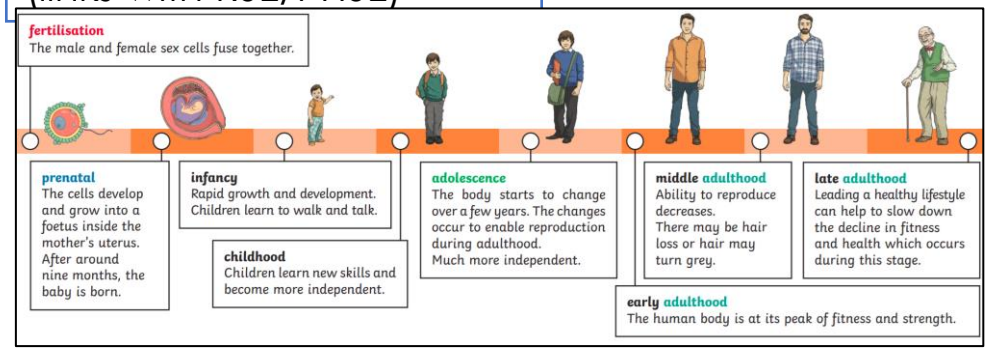
Years 5&6 Science Summer Term

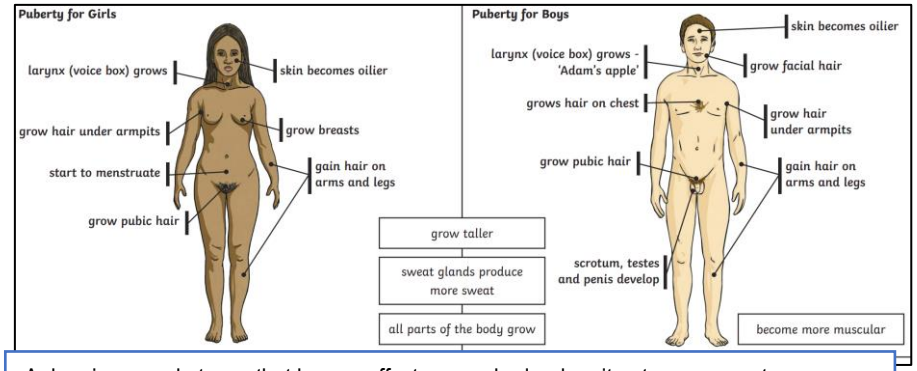
Animals including Humans (links with RSE/PHSE)

Key concepts:

Biology

- **Animals and humans**





A drug is any substance that has an effect on you body when it enters your system.

Drugs contain chemicals which can come from natural sources or are man-made.

Legal drugs include medicines like cough syrup and substances like tea or coffee. These can be bought over the counter in shops.

If used properly, these are not substances that are considered harmful or have serious side effects. Side effects are negative effects that can occur for some people if they take a particular drug. However, even drugs you can buy in shops can be dangerous if you take too many of them.

Key vocabulary:	
Fertilisation	The process of male and female sex cells fusing together
Prenatal	The stage of development from the time of fertilisation to the time of birth.
Gestation	The process or time when prenatal development takes place before birth.
Reproduce	To produce young
Asexual reproduction	A process where one parent produces new life.
Sexual reproduction	A process where two parents – one male and one female – are required to produce new life.
Life cycle	The changes a living thing goes through, including reproduction
Adolescence	The social and emotional stage of development between childhood and adulthood.
Puberty	The physical stage of development between childhood and adulthood.
Menstruation	When the female body discharges the lining of the uterus.
Adulthood	The stage of development when a human is fully grown and mature.
Ife expectancy	The length of time, on average, that a particular animal is expected to live
Drugs	A substance containing natural or man-made chemicals that has an effect on your body when it enters your system.
Alcohol	A drug produced from grains, fruits or vegetables when they are put through a process called fermentation.

Years 5&6 RE Summer Term – Cycle B

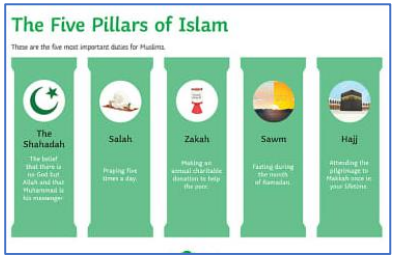
What does it mean to be a Muslim in Britain today? .

Key facts:
*Muslims believe that there is only one God called Allah. They believe Allah is the only ruler of the universe. The word 'Islam' means submission and obedience to Allah.
*Muhammad is so highly respected by Muslims that they will say "peace be upon him" after his name is spoken.
*The main Muslim festivals are: Ramadan, Eid-al-Fitr, Eid-al-Adha, Dhu al-Hijja. During Ramadan, Muslims try to give up bad habits and become better Muslims by praying more.
*The Muslim holy book is called the Qur'an. Muslims believe that it is a record of the exact words that Allah said.
*Mecca is an important place to Muslims. It is where Muhammad was born and the direction that Muslims face when they pray five times a day. Muslims are expected to make a pilgrimage to Mecca once in their lifetime.
There is no official symbol of Islam, but the star and crescent symbol is the symbol most commonly associated with Islam.

Six main beliefs for Muslims:
1.Belief in Allah as the one and only God.
2. Belief in angels.
3. Belief in the holy books.
4. Belief in the prophets and that Muhammad was the final prophet.
5. Belief in the Day of Judgement (the day when Allah decides if a person goes to heaven or hell).
6. Belief in predestination (the belief that Allah has already planned out what will happen).

The Five Pillars of Islam
As well as the six main beliefs, there are Five Pillars of Islam.
Shahadah: Muslims say a declaration of faith.
Salah: Muslims pray five times a day. Before prayer, they must wash themselves and then face Mecca whilst praying.
Zakat: Muslims must donate to charities.
Sawm: Muslims fast for one month during a time called Ramadan.
Hajj: Muslims have to travel to Mecca once in their lifetime, if they can afford to

Mecca



Key vocabulary:	
Islam	Islam is the second most popular religion in the world.
Muslim	A follower of the religion of Islam
Allah	The Arabic name that Muslims use for God.
Five Pillars of Islam	The five things that Muslims are expected to do.
Prophets	Special messengers sent from Allah.
Muhammad	The last prophet and the key prophet in Islam
Mecca	Mecca is an important place to Muslims. It is where Muhammad was born. Muslims face Mecca to pray and try to visit it sometime during their lives.
Hajj	The name Muslims give to the special pilgrimage to Mecca.
The Qur'an	The Holy book of Islam
Ramadan	A Muslim festival where Muslims fast during the daylight and only eat after the sun has set
Fast	A period of time when Muslims do not eat.
Mosque	Muslim place of worship. pilgrimage
Pilgrimage	A journey to a special place of religious meaning.